

HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

LIBERAL ARTS

Date: Fall 2017

**Review Period
July 1, 2016 to June 30, 2017**

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

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

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

Provide the short description as listed in the current catalog.	A general and pre-professional education degree consisting of at least 60 Baccalaureate-level semester credits at the 100 and 200 levels provides students with skills and competencies essential for successful completion of a Baccalaureate degree. The issuance of an A.A. degree requires that the student must earn a cumulative 2.0 GPA or better for all courses used to meet degree requirements. The A.A. degree is designed for students who are preparing themselves to transfer to a four-year college or university. (UHCCP #5.203).
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Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2017
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_lbrt_program_review.pdf
<p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>Program Description:</p> <p>ARPD indicators</p> <ul style="list-style-type: none"> ● This section demonstrated a thorough analysis of the data. Significant areas were reported and addressed, with conclusions and suggested actions. ● Nice analysis of low enrolled classes comparing East Hawai'i with Pāalamanui. <p>Alignment with Institutional Mission, ILOs, and Strategic Plan :</p> <ul style="list-style-type: none"> ● Clearly stated alignment with the College's Mission and ILO's. ● The statement of the program's support for the 2008-15 Strategic Plan was brief and very general. More detail on how the program's activities facilitated the College meeting its goals would have allowed the reader to get a better sense of the program's strengths in this area. For example, specific information about the development of new pathways for articulation with 4-year institutions would have been helpful. <p>Three Year Review--Report Summary:</p> <ul style="list-style-type: none"> ● This area was thoroughly reviewed and thoughtful, complete responses were provided to answer CERC's previous comments and recommendations. <p>Other Successes, Challenges/Barriers, Concerns and/or Issues:</p> <ul style="list-style-type: none"> ● There is a brief but clear explanation of curriculum changes that are

being implemented.

- Are there any additional concerns, challenges, or barriers facing this program?

Assessment Results:

- Very thorough discussion of both course and program learning outcomes assessments is provided. The program is to be congratulated on its voluntary work to directly assess its PLOs, as well as to maintain and complete its rigorous schedule of course assessments.
- The samples of course assessments provided are thorough and illuminative, but this section would have been strengthened by discussions of course assessments from all four departments in the program.
- Good, though brief, summary discussion of the program's Graduate Leaver survey results supported the overall evaluation of the program's success in meeting its goals for student learning and preparation for matriculation to 4-year liberal arts programs.

Action Plan:

- Good Action Plan but did not give info on the expected level of achievement.
- The addition of an expected level of achievement would strengthen the Action Plan. Otherwise this section was well written.

Budget Items

- A thorough discussion with justification for budget items is provided.

Overall Recommendations:

Overall, this report is very well written and thoroughly addressed all required sections of the report template. The writing, as expected from the DCs in this program, is fluid and solid. Most importantly, the review provides both a solid self-evaluation of the program by its senior faculty and a careful, well-thought-out plan for continuous improvements over the next review period at both the Hilo and Pālanui campuses. The program's budget asks are reasonable and well-justified by the data presented, as well as by this overall review of the program's activities and needs.

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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

Please attach a copy of the program's data tables and submit with this Annual Program Review (APR).

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

OR

b) If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	Demand is Unhealthy. The number of majors has decreased by 12% from AY 14-15 to 15-16 followed by another decrease of 6% from AY 15-16 to 16-17. The number of native Hawaiian majors decreased by 8% from AY 14-15 to 15-16 followed by another decrease of 5% from 15-16 to 16-17. The percent change of majors decreased by 12% from AY 14-15 to 15-16 followed by another decrease by 6% from AY 15-16 to 16-17. The SSH for Program Majors decreased by 12% from AY 14-15 to 15-16, followed by a slight increase of 3% from 15-16 to 16-17. FTE enrollment in Program classes increased by 1% from AY 14-15 to 15-16, followed by another increase of 3% from AY 15-16 to 16-17. The total number of classes increased by 3% from AY 14-15 to 15-16, followed by another increase of 6% from AY 15-16 to 16-17.
Efficiency	Efficiency is Healthy. The Fill Rate increased by 0.3% from AY 14-15 to 15-16, followed by a decrease of 3% from AY 15-16 to 16-17. However, the 78.8% remains in the healthy range of 75% to 100%. The number of Majors to FTE BOR Appointed Faculty decreased from 40.7 to 36.7 from AY 14-15 to 15-16 and decreased from 36.7 to 29.9 from AY 15-16 to 16-17, but remains in the healthy range of 15-35. The number of low-enrolled classes decreased by 15% from AY 14-15 to 15-16, followed by an increase of 61% from AY 15-16 to 16-17. The increase of 61% seems to be inordinately large and questionable.
Effectiveness	Effectiveness is Cautionary. Successful completion rates increased by 1% from AY 14-15 to 15-16 and decreased by 3% from AY 15-16 to 16-17. Persistence (Fall to Spring) remained relatively stable at 72% in AY 14-15,

	72% in AY 15-16, and dropped slightly to 71% in AY 16-17. There is questionable data listed under Item 19c “Goal” and Item 20C “Increase by 3% Annual Transfers to UH 4-yr. Goal” for AY 15-16—Both are listed as 0.
Overall Health	Overall health is Cautionary. Based on the Health Call Indicators for Demand, Efficiency and Effectiveness, the Overall Health Call is Cautionary.
Distance Education	The number of Distance Education (DE) classes remained constant from AY 14-15 to 15-16, followed by a decrease of 6% from AY 15-16 to 16-17. Enrollment in DE classes decreased by 6% from AY 14-15 to 15-16, followed by another decrease of 7% from AY 15-16 to 16-17. Fill rates dropped from 88% in AY 14-15 to 84% in AY 15-16 and remained at 84% in AY 16-17. Successful completion increased by 6% from AY 14-15 to 15-16, then decreased by 2% from AY 15-16 to 16-17. Persistence (Fall to Spring) increased by 3% from AY 14-15 to 15-16 and decreased by 2% from AY 15-16 to 16-17.
Perkins Core Indicators (if applicable)	The number of degrees and certificates increased by 7% from AY 14-15 to 15-16 and then decreased by 26% from 15-16 to 16-17. Among native Hawaiians, the number of degrees and certificates increased by 5% from AY 14-15 to 15-16 and decreased by 27% from 15-16 to 16-17. The number of Pell Recipients decreased by 17% from AY 14-15 to 15-16 and then decreased by 78% from AY 15-16 to 16-17. The 78% decrease seems to be inaccurate.
Performance Funding Indicators (if applicable)	Not applicable
What else is relevant to understanding the program’s data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program’s data but are not discussed above.	Due to inaccurate/missing ARPD data, it’s difficult to get a truly accurate reflection of the program’s strengths and weaknesses. Across the system, enrollment continues to decline, which has affected our Demand numbers.

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

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

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

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

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

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

SSCI: In summer 2017, the SSCI Dept. launched two new program initiatives in partnership with other entities who funded the initiatives. The first one was the Archaeological Field School funded by a Kamehameha School (KS) Outreach grant. It targeted Early College students living in the West Hawai'i area who spent five weeks doing "real archeological work" at the KS Maluaka Educational site in Keauhou. Students earned 6 college credits in ANTH. 297. The second initiative was funded by the TAACCCT IV federal grant to start a Community Health Worker (CHW) Certificate of Completion (CO). In summer 2017, two cohorts--one in WHI and one in Hilo enrolled and completed the first course (Introduction to CHW) in the 15-credit sequence. Two more courses will be offered in f2017 (Health Promotions and Individual Counseling) and spring 2018 (Practicum and Case Management). This initiative, although housed in the HSER. Program in Public Services also transects with PSY./SOC. disciplines.

A partnership with the Keaau KS summer program Halau Kupukupu started in summer 2016, continued into summer 2017 with the offering of a 10 credit Learning Community for Early College students in a 4 wk. (6/15-7/13) session. The courses included: I.S. 101; I.S. 197L, HSER. 141, and HWST. 100 and was very successfully received and completed by 16 NH students.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.



Program faculty/staff have reviewed the website in the past six months, no changes needed.



Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).



Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period.

This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

Action Goal 1:

Approve designation process for Foundations/Diversification for implementation beginning in Fall 18. (Fall 17-Spring 18)

Action Goal 2:

Establish Hawaiian-Asian-Pacific (HAP) Committee system criteria or create own; develop designation process; begin soliciting applications for course designations. (Fall 17- Spring 18)

Action Goal 3:

Continue to designate courses for GE. (Fall 17-Spring 18)

Action Goal 4:

Continue collaborative PLO assessment efforts. (Fall 17-Spring 18)

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1: Approve designation process for Foundations/Diversification for implementation beginning in Fall 18. The transition to the General Education Foundations/Diversifications system will help Hawaii CC align GE criteria and courses with the rest of the UH System; this will facilitate transferability of Hawaii CC students' GE courses. The Academic Senate's GE Committee is working on creating a campus designation process, including procedures, designation criteria, forms, etc. Anticipated faculty approval is Spring 18 for Fall 18 implementation.

Action Item 2: Establish Hawaiian-Asian-Pacific (HAP) Committee system criteria or create own; develop designation process; begin soliciting applications for course designations. The new AA LBRT degree (effective AY 16-17) requires the completion of a HAP course. The creation of criteria and a designation process will provide a clear, consistent system of approving courses that meet the requirement. The HAP requirement most directly fulfills PLO 5: Demonstrate awareness of the relationship between self, community and the environment, respecting cultural diversity and an understanding of ethical behavior. The newly-formed Senate select HAP committee is working on creating a campus designation process, including procedures, designation criteria, forms, etc.

Action Item 3: Continue to designate courses for GE. In order to provide students with more course choices for GE requirements with fewer designated courses, it is important for departments to continue submitting appropriate courses for GE designation. In 16-17, the following courses were designated: BIOL 156L, SCI 124L, PHYS 105, BIOL 100/100L, HIST 153, HIST 154, HSER 110, WS 151, ANTH 200, ASTR 110, ENG 257A, ENG 257E.

Action Item 4: Continue collaborative PLO assessment efforts. Multidisciplinary assessment of the LBRT PLOs has been a productive, informative, idea-generating experience, and several UHCC campuses are beginning to conduct program-level assessment. Continued collaborative assessment gives the program faculty an opportunity to get a cross-curricular view of how students are demonstrating learning and PLO attainment. Plans are to assess PLO #4 Areas of Knowledge in Spring 2018.

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program’s current operating resources.

N/A

BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	

<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021</u></p> <p><u>Strategic Directions:</u></p> <p>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</p>	
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PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

Courses Assessed

List all program courses assessed during AY16-17, including Initial and “Closing the Loop” assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
BIOL 156	S17	1	7
BIOL 156	S17	2	3
BIOL 156	S17	3	3
BIOL 156L	S17	1	3
BIOL 156L	S17	2	1
BIOL 156L	S17	3	1
MICR 130	S17	1	1,2

MICR 130	S17	2	4
MICR 130	S17	3	2,4
MICR 130	S17	4	4
MICR 130	S17	5	4
MICR 130L	S17	1	1,2
MICR 130L	S17	2	1,2
MICR 130L	S17	3	2,4
MICR 130L	S17	4	4
MICR 130L	S17	5	4
Math 26 - Elementary Algebra	F16	1, 2, 3	2,3
Math 76 - Introduction to Mathematical Reasoning	F16	1,2	2, 3
Math 103 - Introduction to College Algebra	F16	1, 2, 3	2,3
Math 115 - Statistics	S17	1,2,3,4	2,3
Math 120 - Trigonometry for Surveying	F16	1,2,3	2, 3
Math 135 - PreCalculus	S17	1,2,3	2,3
ART 114 Intro to Color Theory	F16	3	4
ART 243 Intermediate Ceramics - Handbuilding	S17	1	4
ART 243	S17	2	4
ART 243	S17	3	4
SPCO 251 Public Speaking	S17	1	1,2,5
SPCO 251	S17	2	1,2,5
ENG 20W Writing Essentials	F16	1, 2, 3	1
ESL 21	S17	1	2
“Closing the Loop” Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
Math 26 Elementary Algebra	F16	1,2,3	2,3

Math 115 Statistics	S17	1, 2, 3, 4	2,3
I.S. 101: Building Bridges to Self, College, Community*	S17	3	2, 5
ART 214 Intro to Life Drawing	S17	1	4
ART 214 “	S17	2	4
ART 214 “	S17	3	4
ART 214 “	S17	4	1, 4
ENG 20W Writing Essentials	S17	1, 2, 3	1
ENG 204W	S17	1, 2	1,2, 3
ENG 256W	S17	1, 2	1, 2, 3
		*Note SSCI. only assessed 1 course in 2016-17, as they assessed 11 courses in 2014-15, and are trying to C-t-L on these courses	

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artifacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

Course Alpha/#: BIOL 156

Students wrote a summative report that detailed the ecology and geology of a site, their observations and the questions these observations lead them to. They formulated a hypothesis based on observations and created an experiment that could test this hypothesis.

Course Alpha/#: BIOL 156L

For this course we used an exam administered at the end of the semester to assess student achievement of the learning outcomes. It included 3 essay questions, each directly related to a course learning outcome. 100% of student responses were evaluated.

Course Alpha/#:MICR 130:

Two different types of assessment strategy were used for this course; a written report and a set of questions from the final exam.

To assess CLOs 1-3 and 5, the completed written report was used as the assessment tool. Students were asked to write a report on a disease caused by a microorganism. In order to complete the report, they needed to demonstrate mastery of microbiological concepts covered during the semester, as well as the fundamental understanding of the Scientific Method of Reasoning.

50% of submitted reports (~10-12 reports) from each section was used for the assessment. Student names and section identifiers were erased to keep the assessment anonymous and randomized. A group of faculty examined the reports based on a rubric. Lecturers were invited to join the assessment team.

To assess CLO 2 further, diagrams of both prokaryotic and eukaryotic cells were included on the final exam. Students needed to label the corresponding organelles and cell parts for each diagram. Again, all artefacts were collected, identifiers removed, and graded by a group of faculty.

To assess CLOs 4, a set of questions pertaining to the bacterial genetics, trait inheritance, and chromosome characteristics of microorganisms from the final exam were used. Again, all artefacts were collected, identifiers removed, and graded by a group of faculty.

Course Alpha/#: MICR 130L

Final research projects were used to assess CLOs. A pair of students was assigned an unknown bacterium and was asked to run series of assays to determine the identity of the bacterium. They used the knowledge gained from the course to design their experimental plan, utilize the laboratory skills they practiced to carry out their plan successfully, and produced a final lab report based on the experiments and collected results. The completed final reports of the project were used as the assessment artefacts.

Additional assessment for CLO # 4 have students demonstrate proper aseptic techniques. Four (4) technique questions were included on Laboratory Practical # 1. Students demonstrated, through writing, that they understood and could safely transfer microorganisms in the lab and follow all biosafety protocols for microbial manipulation.

All artefacts collected were used. The identifiers on the paper were erased, and a group of faculty examined the reports based on a rubric. Lecturers were invited to join the assessment team. In order to get unbiased data, all submitted reports were used for assessment because there were less than 12 reports per section.

Course Alpha/# MATH 26

Math instructors teaching Math 26 collaborated in selecting eleven problems that were embedded in the Final Exam. Data from 95 students was collected from five sections of Math 26. A scoring rubric of three categories was used--0 for student displayed little or no evidence of the ability to solve the problem, 1 for student showed some evidence of ability to solve the problem and 2 for student successfully solved the problem.

Course Alpha/# MATH 76

Sixteen problems were embedded in the Final Exam. Data from 32 students enrolled in three sections of the course. There were two CLOs, which were utilized for the sixteen problems selected by faculty.

A scoring rubric of three categories was used--0 for student displayed little or no evidence of the ability to solve the problem, 1 for student showed some evidence of ability to solve and 2 for student successfully solved the problem.

Course Alpha/# MATH 103

Three math instructors teaching Math 103 collaborated in selecting ten problems that were embedded in the Final Exam. Data from 31 students was collected from three sections of Math 103. A scoring rubric of three categories was used--0 for student displayed little or no evidence of the ability to solve the problem, 1 for student showed some evidence of ability to solve the problem and 2 for student successfully solved the problem.

Course Alpha/# MATH 115

Ten problems were embedded in the Final Exam. Data from 11 students enrolled in two Vidcon sections of the course was gathered. A scoring rubric of three categories was used--0 for student displayed little or no evidence of the ability to solve the problem, 1 for student showed some evidence of ability to solve and 2 for student successfully solved the problem.

Course Alpha/# MATH 120

Ten problems were embedded in the Final Exam. Data from 15 students enrolled in one section of the course was gathered. A scoring rubric of three categories was used--0 for student displayed little or no evidence of the ability to solve the problem, 1 for student showed some evidence of ability to solve and 2 for student successfully solved the problem.

Course Alpha/# MATH 135

Ten problems were embedded in the Final Exam. Data from 15 students enrolled in one section of the course was gathered. A scoring rubric of three categories was used--0 for student displayed little or no evidence of the ability to solve the problem, 1 for student showed some evidence of ability to solve and 2 for student successfully solved the problem. Course instructor graded the assessment.

Course Alpha/# ART 114

The artifact will be an assignment(Color Emphasis Study) we pulled from the student's final portfolio.

A team of art instructors will assess the artifact with a rubric(see attached).

The project is a culminating project for the class in that the student will need to apply their knowledge of color theory (such as contrast, color harmony and discord, color movement, color schemes, tints, shades, tone and hues and theories of color mixing) that we cover in the course of this class to do this final assignment. 100% of his assignment will be assessed.

Course Alpha/# ART 214 C-t-L

The strategy does not need change except to include a before and after of a drawing to show the improvement. What we WERE doing is just showing the final drawing created for each student but a before and after would show how much they had improved with the attainment of the CLO.

We plan to implement this the next time the 214 Life Drawing class is taught which would possibly be next Spring 2018 or Fall 2018.

Course Alpha/# ART 243

The artifact/ project collected will be their plates and flatware. An assessment team comprised of 2 faculty and a practicing artist and lecturer will score the rubric. The artifacts will be projected onto a screen as the team views and scores the rubric. The instructor will be present to answer questions and discuss the work if needed.

The all three members of the team will be knowledgeable of digital painting works with MFA's (the terminal degree in studio art).

100% of the artifacts will be assessed.

Course Alpha/# SPCO 251

Students will participate in a structured debate from the pro side of one public/civic issue AND the con side of another public/civic issue (see attached list of assigned propositions).

In more detail, students will:

1) Deliver a persuasive speech designed to convince the audience to side with the 'pro' position {change in status quo} of a selected issue. The goal of the speech is to create a reasonable sense of doubt in the mind of the audience regarding the 'con' position. This speech must be at least 7 minutes in length, but no more than 9 minutes maximum. (50 points possible)

2) Deliver a series of three brief statements, asking critical questions, interrogating the 'pro' side of an issue from the 'con' position (no change in status quo). The goal of the statements and questions is to leave no room for reasonable doubt in the mind of the audience as to the validity of the 'con' position. The questioner { 'con' position } will have a maximum of 90 seconds to present their query and the responder ('pro' position) will have 90 seconds to respond. { 50 points possible }

3) Engage in deliberation at the end of each completed debate, where the audience will be polled to determine the presence of reasonable doubt. Then, one audience member (every student will take a turn) from the majority will be asked to explain their reasoning after first disclosing any prior biases. (ungraded)

Pro and con speeches will be assessed using the attached rubrics. 100% of all student artifacts will be assessed

ENG 20W

“Initial” Assessment Process:

As part of the Developmental Education Initiative, ENG 20W is now a co-requisite with ENG 22; these courses are taught as a block as ALP (Accelerated Learning Project) courses. The goal of this ALP is to prepare students for ENG 100 in one semester. Students who successfully complete ENG 20W/ENG 22 will demonstrate skills necessary for entry, and potential for success in, ENG 100.

For this assessment, all ENG 20W/22 students took a common exit exam on December 9th, 2016, and the three instructors, with the help of four other English colleagues, blind-graded them. These exams provide information about the students' readiness for ENG 100, ENG 100/22 ALP, or identified students who might not pass either ENG 20W/22 and will need to repeat this ALP. The exam gave students the opportunity to demonstrate competency in the following:

- Reading comprehension
- Identifying main ideas
- Critical thinking
- Thesis driven essay organization and structure
- Development of ideas
- Integrating sources into writing
- Proofreading skills

The exam was developed by one of the three instructors teaching the ENG 20W/22 ALP and was modified and approved by the other two. It included a short reading and required an essay response that demonstrated the skills listed above. The rubric is attached to the Assessment Plan Worksheet.

The instructors of these courses and our four English colleagues evaluated these essays on December 16th, 2016. Each essay was graded (using the rubric) by two instructors. A holistic score was based on eight criteria (critical thinking, answering the prompt, thesis, structure, development, language, mechanics and grammar, use of sources). Considering how the student scored on each of the criterion, each essay was deemed overall to be at one of these three possible levels: ENG 20W/22, ENG 22/100 or ENG 100.

If there was a discrepancy in placement between the two readers, the exam went to the third reader. The final determination was based on two readers agreeing on a level for a student's essay. In no cases did all three disagree.

The graders began the session doing grade norming using three representative samples at different levels.

ENG 20W

Closing the Loop:

In spring, we made modifications to the prompt per the recommendations of the Fall Assessment Report. However, even with changes to the prompt, we discovered the following issues:

1. The three prompt options offered variable opportunities to demonstrate critical thinking; in other words, one prompt encouraged more critical thinking than the others. One still led students to summarize rather than analyze.
2. The article lacked ambiguity which may have hindered students in exploring more complex ideas in their writing.

Questions that need to be considered when we re-assess ENG 20W:

1. What do we want to get out of our timed writings?
2. Do timed assessments give us the view we are looking for of students' writing ability?
3. Do we need to provide three question choices/options or should we choose one that will best help students to display their skills?

The assessment group requested a workshop on how to write test and assignment prompts.

When we conduct the ENG 20W assessment next time, we will need to modify the rubric, rebuilding the descriptors from anchor papers. We found the descriptors of this rubric didn't reflect the various aspects of the papers we were reading.

ENG 204W Closing the Loop

This semester, the instructor focused on this concern identified the Fall 2015 Assessment Report:

There is a lot to cover in this course, and time is a major challenge. However, some further instruction or support in the teaching of writing mechanics, perhaps by incorporating tutoring outside of class, might be warranted. Also, ENG 204 students are often entering into the class without a clear idea about the elements of various genre of literature; typically, they have not read broadly or diversely. This is a challenge to their appreciation of the various elements in the pieces that they are attempting.

The instructor helped the students to do a deep study of the genres, which helped them to improve in this area. She also required students to have tutoring, writing conferences or to work with Brainfuse, the online tutorial services, to improve language and mechanics. As a result, students improved in these areas.

In general, the assessment methods provided good information and focused discussion in profitable ways; the assessment as is helps instructors focus on various areas of student learning. We learned that two different instructors can have very different approaches to teaching this class. This semester, the instructor focused on the aspects identified as needing improvement from last assessment - knowledge and application of genre elements, and through this instruction, students mastered this element.

ENG 256W Closing the Loop

This semester, the instructor focused on this concern identified the Fall 2015 Assessment Report:

Further instruction appears needed in helping students to develop strong essay structure, use academic language and proofread for errors. Many of these skills are assumed to be mastered in earlier courses (ENG 100, especially, which is a pre-req for these courses), but may need spot checking or support in 200 level courses, as well.

As a result, the instructor emphasized instruction on process writing, revision work and deep editing, and the results demonstrate some success in this area (84% up from 75% in the previous assessment). Per recommendation from the Action Plan in the Fall 2015 Assessment Report, one-on-one writing conferences with the instructor and with the tutor were highly recommended, and many students made use of them. Google.doc conferences were also available, and many students took part in these as well. Models of literary essays were provided. However, further work will need to be done to make sure there is more emphasis on and instruction in strong thesis development, organization and support.

In general, the assessment methods were interesting and fruitful for discussion; they helped instructors focus on various areas of student learning. No changes for now.

ESL 21

- The type of student work that will be addressed is an integrated reading assignment, which demonstrates a student's ability to apply the reading skills and strategies covered in the course. These include: pre-reading, reading with annotation, comprehending central ideas and supporting details, and summarizing an authentic college-level article.
- This assignment will be assigned during week twelve of the semester. To conduct this assessment, students will be provided an academic article with instructions to demonstrate their ability to pre-read, read, and annotate the article. Additionally, students will be asked to: 1) complete comprehension questions and 2) summarize the article. A rubric will be used to analyze the results.
- This assessment method was chosen because a similar assessment was performed for the equivalent of this course in the ENG track. However, whereas the ENG instructors use the term "SQ3R", this ESL course uses the terms and strategies mentioned above. Since there is only one section of this course, all artifacts will be assessed by a group of faculty members with expertise in ESL.
- The rubric measured Mastery, Meets Proficiency, and Does Not Meet Proficiency for the following criteria: Pre-reading, Reading with Annotation, Comprehension of central idea and supporting details, and Summarization of a reading.

I.S. 101 Closing the Loop

- A summative assignment called Self and Community was assessed which is a Self-Reflection paper of the students' community service experience integrated with application of SSCI. concepts.
- A Random sample of 20% from 7 sections of I.S. 101 were taken, including Early College sections, and an online section.
- A scoring team of 3 SSCI. instructors used a revised Rubric applied to a revised Assignment. Changes were made to the original Assignment Guidelines and Rubric to increase clarity of expectations for the students.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
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BIOL 156	1	3-point scale: Fails to meet expectations, meets expectations, exceeds expectations. To meet expectations for CLO 1, students must clearly apply the scientific method to a hypothetical issue in natural history, to exceed they must include substantial detail in how they will accomplish this.	75
BIOL 156	2	3-point scale: Fails to meet expectations, meets expectations, exceeds expectations. To meet expectations For CLO 2 they must correctly describe at least three unique factors of Hawaiian natural history, to exceed they must include a highly detailed description of at least two of these.	75
BIOL 156	3	3-point scale: Fails to meet expectations, meets expectations, exceeds expectations. To meet expectations For CLO 3 they must present a strong description of the effect of human activity on at least one facet of the Hawaiian ecosystem. To exceed they must have a very detailed description or include strong description of the effect on more than one facet of Hawaiian ecosystems.	75
BIOL 156L	1	For all CLO, the students will be evaluated on a 3-point scale. For CLO 1, students will be considered to have exceeded expectations if	75

		<p>they have a clearly defined question and hypothesis that is testable and if the methods they propose for testing are feasible, elegant, and there is replication. They will meet the expectations if the observations, question and hypothesis are understandable and the methods of experiment would answer them. They will fail to meet if they have not formulated a hypothesis or if the methods presented do not test the stated hypothesis.</p>	
BIOL 156L	2	<p>For all CLO, the students will be evaluated on a 3-point scale. For CLO 2 they will exceed if they include material from published works in their paper, present their information clearly and in an articulate manner, and evaluate the observations in a logical manner. They will meet by presenting information gathered while making field observations and evaluate and analyze it in a reasonable fashion. They will fail to meet if they do not present their observations, analysis or evaluation in their reports.</p>	75
BIOL 156L	3	<p>For all CLO, the students will be evaluated on a 3-point scale. For CLO 3 they will exceed if they use observations made in the field to pose clearly articulated and thoughtful questions, show a degree of understanding between various phenomena and are able to reach conclusions that make sense.</p>	75

		<p>They will meet if they present questions based on field observations, make rudimentary connections between ideas and reach reasonable conclusions.</p> <p>They will fail to meet if they do not relate questions to observations from the field, fail to connect these observations to other phenomena and/or do not reach logical conclusions based on these observations.</p>	
MICR 130	1	<p>The completed written report was used as the assessment tool.</p> <p>Students were asked to write a report on a disease caused by a microorganism.</p>	75%
MICR 130	2	<p>Students were asked to write a report on a disease caused by a microorganism.</p> <p>To assess CLO 2 further, diagrams of both prokaryotic and eukaryotic cells were included on the final exam.</p> <p>Students needed to label the corresponding organelles and cell parts for each diagram.</p>	<p>75% for written report.</p> <p>80% for final exam diagram questions for cell part labeling</p>
MICR 130	3	<p>To assess CLO 3, the completed written report was used as the assessment tool.</p>	75%
MICR 130	4	<p>To assess CLO 4, a set of questions pertaining to the bacterial genetics, trait inheritance, and chromosome characteristics of microorganisms from the final exam were used.</p>	75%

MICR 130	5	The completed written report was used as the assessment tool.	75%
MICR 130L	1	Final research project was used for assessment. A pair of students were assigned an unknown bacterium and asked to run series of assays to determine the identity of the bacterium. The students used the knowledge gained from the course to design their experimental plan, utilize the laboratory skills they practiced to carry out their plan successfully, and produced a final lab report based on the experiments and collected results. Each CLO was assessed based on the grading rubric.	75%
MICR 130L	2	The final research project report was used to assess CLO2 based on the grading rubric.	75%
MICR 130L	3	Final research project report was used to assess CLO3.	75%
MICR 130L	4	Final research project report was used to assess CLO4. In addition, students were asked to demonstrate proper aseptic techniques during their laboratory practical #1.	75% for written report. 75% for practicum.
MICR 130L	5	Final research project report was used to assess CLO5.	75%

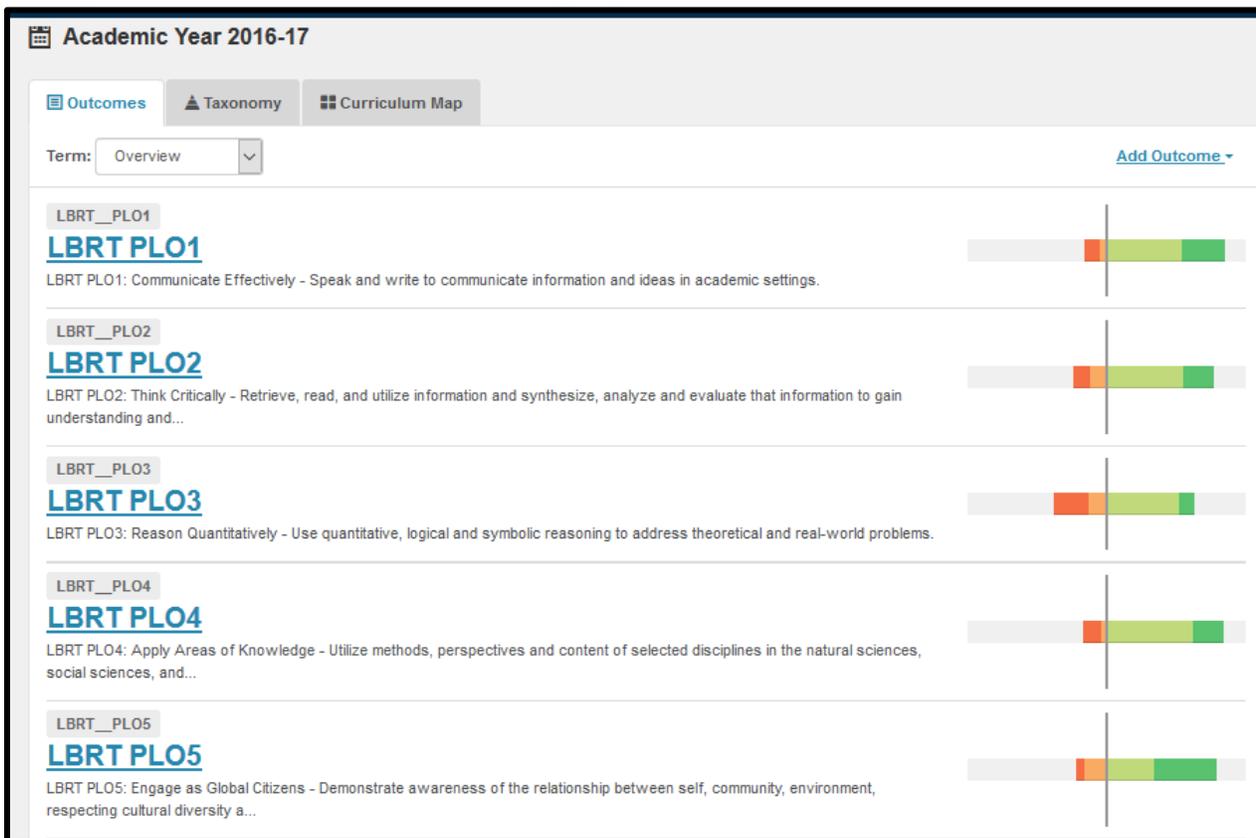
MATH 26	1, 2, 3	For CLO 1,2, 3, a 3-point scale was used to assess.	70%
MATH 76	1, 2	For CLO 1 and 2, a 3-point scale was used to assess.	70%
MATH 103	1, 2, 3	For CLO 1, 2, 3 a 3-point scale was used to assess.	70%
MATH 115	1,2,3,4	For CLO 1,2, 3, a 3-point scale was used to assess.	70%
MATH 120	1,2,3	For CLO 1,2,3, a 3-point scale was used to assess.	70%
MATH 135	1, 2, 3	For CLO 1, 2,3 a 3-point scale was used to assess.	70%
ART 114	3	3-point scale: Does not meet, meets expectations, exceeds expectations.	85% of students will meet or exceed expectations.
ART 214 Closing-the-Loop	1, 2, 3, 4	3-point scale: Does not meet, meets expectations, exceeds expectations.	The results showed that 59% of the artifacts exceeded expectation, 33% of the artifacts met expectations and 7% of the artifacts did not meet expectations or 92% of the artifacts met or exceeded expectations.
ART 243	1, 2, 3	3-point scale: Does not meet, meets	85% of artifacts

		expectations, exceeds expectations.	<i>will achieve scores of Meets or Exceeds Expectations.</i>
SPCO 251	1	The rubric for both subcategories of the summative assignment (pro and con sides) is attached and consists of five sections identifying and evaluating student performance: Organization, Topic Knowledge, Audience Adaptation, Verbal Delivery and Non-Verbal Delivery. Each of the five sections of the rubric will address both CLOs 1 and 2, as evaluating a public issue is Inextricably linked with the act of delivering a persuasive speech about a public issue.	For CLO 1: 75% of artifacts will achieve a score of 75% or higher (38/50 each for pro and con speeches).
SPCO 251	2	The rubric for both subcategories of the summative assignment (pro and con sides) is attached and consists of five sections identifying and evaluating student performance: Organization, Topic Knowledge, Audience Adaptation, Verbal Delivery and Non-Verbal Delivery. Each of the five sections of the rubric will address both CLOs 1 and 2, as evaluating a public issue is Inextricably linked with the act of delivering a persuasive speech about a public issue	For CLO 2: 75% of artifacts will achieve a score of 75% or higher (38/50 each for pro and con speeches).
ENG 20W (“Initial” + Closing the Loop)	1, 2, 3	<ul style="list-style-type: none"> ● Writing demonstrates readiness for ENG 100 level work. ● Writing demonstrates readiness for ENG 100 level work with ENG 22 co-requisite. 	<ul style="list-style-type: none"> ● 50% ● 25%
ENG 204W Closing the	1, 2, 3	Students would be at the <i>meets</i> or	80%

Loop		exceeds levels of the rubric for the following criteria: Genre Elements, Higher Order Revision, Consistent Improvement, Language and Mechanics, Original.	
ENG 256W Closing the Loop	1, 2, 3	Students would be at the <i>meets</i> or <i>exceeds</i> levels of the rubric for the following criteria: Thesis and organization, Depth of support, Introduction / Conclusion, Language and Mechanics, MLA.	80%
ESL 21	1	Given the emphasis on reading skills and strategies in this course, it is anticipated that students will be able to 1) apply pre-reading strategies to identify the topic of the article, 2) annotation skills to facilitate the identification and relationships of key ideas, and 3) summarization skills to synthesize the key points of the article.	75% of artifacts will demonstrate Satisfactory level or better.
I.S. 101	2,5	Randomly selected Artifacts from each class were evaluated by a Rubric with 3 components on a 4-pt. scale: Exceeds (4); Meets (3); Approaching (2); Does Not meet (1)	70% of artifacts will Meet or Exceed Expectations

Results of Course Assessments

Image: AY16-17 LBRT PLO Results aggregated from CLO Assessments



For each course assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

Course Alpha/#: BIOL 156

The goal for CLO 1, attainment was MET. For the exam question 70% of the students met (4/10) or exceeded (3/10) the standards; 3/10 students failed to meet expectations. For the final presentation, 100% met (2/8) or exceeded (6/8) the expectations. In total of 18 responses, 83% met or exceeded expectations.

For CLO 2, attainment was MET. For the exam question, 60% of the students met (6/10) the standards; 4/10 students failed to meet expectations. For the collection, 7/8 students met the expectations of accurate identification of species and 6/8 met the expectations of robust descriptions of the natural history. For the final presentation, 100% met (2/8) or exceeded (6/8) the expectations. In total, of 34 responses, 79% met or exceeded expectations.

For CLO 3, attainment was UNMET. For the exam question, 90% of the students met (8/10) or exceeded (1/10) the standards; 1/10 students failed to meet expectations. For the collection, 63% (5/8 students) met the expectations of describing the effects of human activity on the majority of the species. For the final presentation, 88% met (1/8) or exceeded (6/8) the expectations, one

student failed to meet these expectations. In total, of 34 responses, 62% met or exceeded expectations.

The CLO Assessment strategy was needlessly complicated. Since the exam covered all three CLO, it would have been a sufficient way to assess the obtainment of these outcomes. However, I also don't think that asking the CLO as direct essay questions was an accurate way to measure the CLO obtainment. In addition to giving this test, I ran a trial test that used multiple choice questions from throughout the semester, each aligned with a learning outcome. The results from this (much broader) exam were different than those obtained through the 3 essay questions. In this test, 90% met CLO 1, 75% met CLO 2, and 84% met CLO 3. I think that asking the CLO directly confused students as many of their answers were quite off-base, indicating confusion over the question rather than lack of knowledge about the objective.

The assessment was particularly flawed for CLO 3 because in both the collection and the presentation, there were species for which the effects of human activity was minimal and the students (logically) did not include it in their written or oral descriptions of the species.

I intend to revise the Assessment Plan for this course before the next assessment

Course Alpha/#: BIOL 156L

The goal for this class was that 75% of students would meet or exceed expectations on an essay question on CLO 1 and that 75% would meet or exceed expectations on a final presentation.

The goal for this class was that 75% of students would meet or exceed expectations for each CLO on an end-of-semester field report.

The goal for CLO 1, attainment was MET. For this objective 2/6 exceeded the expectations, 3/6 met the expectations and 1/6 failed to meet the expectations. A total of 83% of the students met the expectations.

For CLO 2, attainment was MET. For this objective 100% of the students (6/6) met the expectations.

For CLO 3, attainment was MET. For this objective 1/6 exceeded the expectations and 5/6 met the expectations. A total of 100% of the students met the expectations.

I felt that students were really learning throughout the lab. I could see a clear progression in understanding of the basic concepts that underlie the CLO as the semester progressed.

Unfortunately, the lab report that had been pre-selected for the assessment fell on a day when multiple students were absent and several others chose not to turn that report in, leading to a very low *n* for the assessment. However, despite the low number of artifacts, I do believe that the results reflect the CLO obtainment of the class. I do not intend to make changes in this class.

Course Alpha/#: MICR 130

To assess CLOs 1-3 and 5, the written report on disease caused by a microorganism was used. We took at least 50% of submitted reports from each section offered during Spring 2017 (two online courses, one from Pālanui, and one from Manono campus). Total number of reports assessed were 46. We used the pre-determined rubric to score each report.

Rubric items (CLO)	% of “meet” or “exceed expectation”	Our expectation
Item 1 (CLO1)	100	75%
Item 2 (CLO1)	100	75%
Item 3 (CLO1)	91.2	75%
Item 4 (CLO2)	85.3	75%
Item 5 (CLO3)	94.1	75%
Item 6 (CLO5)	97.1	75%
Item 7 (CLO5)	91.2	75%

More than 75% of students’ assignments met or exceeded expectation for all of the rubric items (1-7). However, item 4 (CLO2) had the lowest % (85.3) while the rest of the items were met by over 90% of students. We believe that this result may be due to the format of the assignment, and that assessing CLO2 on this assignment may not be the best method. We already have a different assessment method for CLO2 (see below), so for the next assessment, we will drop this item off of our grading rubric.

To assess CLO2 (identify cell components and compare prokaryotic and eukaryotic cells) and CLO4 (Demonstrate knowledge of basic and bacterial genetics, trait inheritance and chromosomal characteristics), a set of final exam questions on Cell anatomy, DNA replication, transcription and translation were used.

Exam questions	% of “meet” or “exceed expectation”	Our expectation
Cell (CLO2)	50.0	80%
Replication (CLO4)	78.3	75%
Transcription (CLO4)	89.1	75%
Translation (CLO4)	87.0	75%

% of students achieving CLO2 was much lower than we expected based on the above final exam questions. The success for CLO4 was much higher and closer or exceeded our expected number of 75%.

Course Alpha/#:MICR 130L

Final project paper was used as assessment instrument for CLOs1- 5, as described in the assessment plan. The predetermined rubric (also in the assessment plan) was used to score every paper submitted for all sections offered during Spring 2017 (two @ Manono campus, one @ Pāalamanui campus).

% of artifacts that scored “meet or exceeds expectations” for each item on the rubric

Item # (CLOs)	Below (%)	Approaching (%)	Meets (%)	Exceeds (%)	% of “meets” or “exceeds expectations”
1. CLO1	0	3.7	29.63	66.67	96.3
2. CLO2	3.7	7.41	29.63	59.26	88.9
3. CLO2	0	12	48	40	88.0
4. CLO3	0	14.81	14.81	70.37	85.2
5. CLO4	3.85	7.69	19.23	69.23	88.5
6. CLO5	14.81	0	22.22	62.96	85.2

To further assess CLO4 (“demonstrate proper aseptic techniques to manipulate microorganisms and promote a healthy and safe laboratory environment”), individual students were tested on their aseptic technique procedures, using a loop and pipet.

% of students that scored “meet or exceeds expectations” for aseptic technique with loop or pipet to assess CLO4.

	Below (%)	Approaching (%)	Meets (%)	Exceeds (%)	% of “meets” or “exceeds expectations”
Loop	0	9.1	45.5	45.5	90.9
Pipet*	0	12.9	48.4	38.7	87.1*

* For pipet transfer technique, Pāalamanui students were not assessed due to the equipment shortage on that campus. We will address this issue in the action plan.

Our expectation for all of the above categories was that 75% or above will achieve scores “meets or exceeds expectation”. Overall, the student outcome met our expectation for all CLOs.

COURSE/ALPHA/# MATH 26 - CLOSING THE LOOP:

Eleven problems were embedded in the final exam in both spring 2016 and fall 2016. These problems were selected

based on their focus on the three CLOs listed for the course.

At the end of the spring 2016 semester, the success rate was 63% for the 58 students enrolled in four sections of Math 26. The data collected for six sections of Math 26 in fall 2016 was compared to the data in spring 2016.

The sum of the averages was 14.59, or a 66% success rate for all 95 students who were administered the final exam at the end of the fall 2016 semester. There was a slight increase in the percent of success, comparing spring 2016 data to fall 2016 data-- a three percent increase in success rate, which is an improvement for all students. Both semesters' data were not random samples, but included data from all the students who took the final exam for Math 26. In relation to the Course Learning Outcomes, students were better able to model and solve simple real-life problems, such as the improvement in scores for problems 8 and 9. On the other hand, scores dropped for problems 5 and 6. All four problems dealt with "real life" problems and the ability to basic algebraic concepts to these real-world problems.

Course Alpha/#: Math 76

Sixteen problems were embedded in the final exam in spring 2017. These problems were selected based on their focus on the two CLOs for the course. At the end of spring 2017, 69% of the thirty-two students scored 70% or better, which is very close to faculty expectations of 70%. Students scored the highest in problems labeled w9, j8 (all sections), and j11a. Faculty observed that for all sections of problem j8, students were aware of how to evaluate an expression and for problem j11a they knew how to find patterns in number sequences.

Students had difficulty with problem j6 because they could not distinguish between absolute change and relative change. Students performed poorly when asked to identify input and output variables in a word problem.

Since Math 76 is the prerequisite course to Math 115 (Statistics), topics were selected to enhance student preparation for and success in Math 115. Topics such as absolute change vs. relative change, use of math notation and operations specific to statistics were included in the course. The function of this course is not to teach basic math skills. In order to teach pre-statistics, students need basic pre-algebra skills, such as use of variables and competency in the use of arithmetic. Prerequisites were abolished due to recent directives from the UH system and entry-level math skills are presently highly variable. It was assumed that students were competent readers.

Weaknesses observed were the following:

- Students had difficulty with reading comprehension.

- Students had difficulty analyzing problems verbally.

For example, students had difficulty distinguishing between relative and absolute measures.

and distinguishing input(independent) and output(dependent) variables. This course was new. Student success should be assessed in order to improve the purpose of Math 76 as preparing students for success in Math 115.

COURSE/ALPHA/# MATH 103

Ten problems were embedded in the final exam in fall 2016. These problems were based on their focus on the three CLOs for the course.

At the end of the fall 2016 semester, 58% of the students met or exceeded CLO 1; 68% of the students met or exceeded CLO 2, and 75% of the students met or exceeded CLO 3.

Since seven of the ten questions were used to assess CLO #1, two of the ten questions were used to assess CLO #2, and one of the ten questions was used to assess CLO #3, it seems that student success at meeting or exceeding these CLOs were not judged equitably. In the future, the math faculty will attempt to equitably distribute the number of questions around the CLOs more equitably. Remarkably, 75% of the students tested did meet or exceed expectations when solving one application problem that was included in the final exam.

Strengths of Math 103:

- Similar to all math courses, the content of Math 103 does encourage students to think critically;
- This course demands that students use strong quantitative reasoning abilities in order to succeed;
- Students are expected to learn the skills they need to successfully solve and analyze both one-variable

and two-variable equations and inequalities to a certain degree of proficiency.

- Students are expected to apply the concepts learned in this course to real world problems.

Challenges of Math 103:

- Since all math courses rely on quantitative knowledge and skills learned in a previous course in order to succeed, students often have difficulties recalling previous information learned;
- For the sake of judging the course learning outcomes more equitably, additional problems should be included under CLO #2 and #3 combined while decreasing the number of problems related to CLO 1.

Action Plan:

- Distribute the number of problems addressing each CLO more equitably;
- Instructors should spend additional time, as time permits, reviewing previously learned math concepts which is vital for student success in Math 103.

Course Alpha/#: MATH 115: CLOSING THE LOOP

Course Learning Outcome #1 was tested with Questions 2, 3, and 6, with an average of 1.6.

Course Learning Outcome #2 was tested with Questions 2, 5, 6, 7, 8, 9 and 10 with an average of 1.2.

Course Learning Outcome #3 was tested with Questions 1, 3, 5, 7, 9, and 10 with an average of 1.4.

Course Learning Outcome #4 was tested with Questions 1, 5, 6, 7, 9, and 10 1.4.

Faculty expectations were that at least 70% of all students would meet or exceed the course learning outcomes. Since all of the students' averages were greater than one, 100% of the students met or exceeded faculty expectations of meeting the CLOs for Math 115.

Strengths:

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

Challenges:

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

In order to improve student learning and achievement, the following Action Plan will be implemented in teaching Math 115:

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

COURSE ALPHA/# MATH 120

Students scored the highest as a result of solving problems #1, #5 and #10. Problem #1 involved an application problem in which students were required to use a simple trigonometric ratio. Problem #5 involved the use of Heron's Formula to find the area of a triangle and problem #10 involved determining how many triangles are possible, given minimal information. Of the three problems, problem #10 may have been the most challenging problem for students, since it involved students' knowledge of trigonometric concepts involving the ambiguous case.

Students scored the lowest as a result of solving problems #3, #4, and #9. Problems #3 and #4 involved application problems in navigation, while problem #9 involved finding azimuths and bearings for a closed traverse. Students had

difficulties solving problems that had a direct relationship with surveying.

The sum of the averages is 13.47, which represents a 67% success rate at meeting the CLOs for the course. 67% falls short of the 70% success rate expected for this course.

COURSE ALPHA/# MATH 135

Sixty percent met or exceeded the Course Learning Outcomes, while 40% partially met or did not meet the Course Learning Outcomes. Students performed very well on specific objectives, such as, graphing polynomial, rational, logarithmic and exponential functions. This is a major topic throughout the course and the students revisit the techniques to solve these types of problems several times during the semester. The overlapping strategies for each type of graphing allow students to continuously review the material.

Students performed very well on selecting the appropriate theorem or method to use to solve an equation efficiently. We learn several theorems and emphasize the importance of finding efficient/effective ways for approach different types of problems. It is a theme that appears throughout most of the content we cover.

The objectives where we saw the highest performance were those that are revisited several times during the semester. Even though the students don't see connections initially, the ways we solve and the applications we use are familiar. The instructor should continue to relate topics and solving strategies throughout the semester so that students are exposed to the material throughout the course. Students perform poorly on solving equations algebraically and graphically with real and complex solution, solving inequalities algebraically and graphically, using interval notation to represent solution sets. This was interesting because students were able to graph the information but not connect the graph with the solution. The students have the tools but the instructor needs to build a more conceptual understanding of the topics. Interval notation can get confused with set notation and ordered pair notation. We learn several different methods of representing solutions and do a significant amount of graphing. Students can confuse the different notations because they are very similar. The students have the tools but the instructor needs to build a more conceptual understanding of the topics.

Action Plans:

1. Create additional lesson plans that emphasize students' understanding of the big picture and not just ask students to practice algorithmic solving strategies.
2. Clarify notation with specific definitions and explanations each time they are being used.
3. Assess students outcomes more frequently (chapter tests/midterms)

COURSE ALPHA/# ART 214

The results showed that 59% of the artifacts exceeded expectation, 33% of the artifacts met expectations and 7% of the artifacts did not meet expectations or 92% of the artifacts met or exceeded expectations.

There were 8 artifacts of life drawings demonstrating value presented. 100% of the artefacts were assessed.

We all agreed that the work presented were good if not excellent. That the CLO's were all present in the works shown. Also, that some of the works showed a high skill level and a few or one struggled, perhaps with drawing anatomically correct. The use of value in the works also brought out any discrepancies in their skill level as well. If you did not know how to use it, it made the work look very strange or un-skilled vs. a skilled used of value was clearly discernible and looked anatomically accurate. One of the discussions after the assessment centered on a suggestion for an addition of a before and after drawing. We would like to see a before drawing of the model without any prior skill-learning, in this case, value, for instance, and how the student's level progressed or didn't progress or make a difference after the practice of learning the value concept. So, a before and after of the same model drawing would be a good way to show improvement and attainment of a particular CLO. We also agreed that the CLO's were good and did not need any changes but the change would be in how to show the CLO's were attained.

COURSE ALPHA/# ART 243

The results showed that 29% of the artifacts exceeded expectation, 48% of the artifacts met expectations and 22% of the artifacts did not meet expectations or 77% of the artifacts met or exceeded expectations.

There were 11 artifacts of plates/trays presented. One student did not turn in their assignment.

The works presented were generally good but some of the work looked as though personal imagery CLO 2 was not as much a factor in creating the work. Same with CLO #3 Perhaps those two CLO's need to be revised?

COURSE ALPHA/# SPCO 251

The expectation was that 75% of student artifacts would meet or exceed a score of 75% for both the pro speech and the con speech (38/50).

The results showed that, for the pro side of the assignment, 7% of student artifacts did not meet expectations, 11% met expectations, and 82% exceeded expectations. Overall, 93% of student artifacts met or exceeded the 75% expectation threshold.

The results also showed that, for the con side of the assignment, 4% of student artifacts did not meet expectations, 4% met expectations, and 92% exceeded expectations. Overall 96% of student artifacts met or exceeded the 75% expectation threshold.

For the assignment in sum, 89% of students met or exceeded the 75% expectation threshold, demonstrating that students had a firm grasp of their chosen issue (CLO #1) and because of this, were able to deliver strategically sound speeches that produced awareness and understanding (CLO #2).

ENG 20W**Results**

36 students took the exam. This was a considerably smaller number than students who took the classes (51 students were enrolled in these classes at the end of the semester, meaning that 15 students - or nearly 30% - had either dropped or missed the exam.)

Of these students, here were the results:

Level of Final Exam	N = 36 total	% of N
ENG 20W/22	12	33%
ENG 22/100	22	61%
ENG 100	2	5%

Conclusions

The results of this assessment were interesting and concerning on a number of levels:

1. After a one-semester, six-credit ALP class intended to prepare students for success in ENG 100, only 5% of the students demonstrated on a final exam that they were writing at a level that would make ENG 100 a viable option for the following semester.

2. Two-thirds of the students who took the exam wrote at a level that suggested they were prepared for ENG 100/22; the exam indicated that these students had mastered ENG 20W level of competency on this exam.
3. One third had not met the outcomes of the six-credit ALP course and it would be recommended that they repeat the ENG 20W/22 ALP.

Observations about these results:

The grading team made note of two concerns with the exam prompts:

1. the second prompt choice led the students to do a summary, rather than an analysis; students who chose that prompt were less able to demonstrate the kind of critical thinking the graders were measuring, and
2. the first prompt was misunderstood and needs to be clarified for the next round; in this prompt, the students are asked if alcohol ads should be more strictly regulated; the students interpreted this to mean that alcohol should be regulated. Further explanation of what this question is asking for will help students to do better with this prompt.

The grading team further discussed these general concerns about student performance:

1. Students often did poorly on the exam because they didn't answer the question.
2. These exams showed that students' summarizing skills were lacking.
3. The exam showed their critical thinking processes were weak.
4. Students sometimes only used personal examples to develop support in their essays. Paragraph structure and transitions were poor.

ENG 20W Closing the Loop

Sample	Ready for 100	Ready for 100/22	Ready for 22/20W
19 Samples	3	10	6
% Spring	16%	52.5%	31.5%
% Fall	5%	61%	33%
Change Fall - Spring	+ 11%	-8.5%	+1.5%

These percentages are based on small numbers of samples, so that it is difficult to draw too many conclusions from them. However, we should note that there was an increase (+11%) in the number of students whose final exam demonstrated that they were ready to move directly from ENG 20W/22 into ENG 100. On the other hand, like last semester, a third of students' exams indicated lack of mastery of skills taught in both these classes (potentially failing them in ENG 20W as well as ENG 22), despite extra teaching time and one-on-one conferencing efforts throughout the semester.

ENG 204W Closing the Loop

On May 9th, 2017, five instructors who teach (or will be teaching) ENG 204 met to assess a set of randomly identified portfolios from students in this class. (There were 21 students enrolled in the single ENG 204WI class offered this semester.) Given the size and complexity of the portfolios, four samples were sufficient for our purposes.

SUMS	Genre Elements	5	7	0	12
	Higher Order Revision	0	2	10	12
	Consistent Improvement	0	8	4	12
	Language and Mechanics	5	5	2	12
	Original	7	5	0	12

%	Genre Elements	42%	58%	0%	100%
	Higher Order Revision	0%	17%	83%	100%
	Consistent Improvement	0%	67%	33%	100%
	Language and Mechanics	42%	42%	17%	100%
	Original	58%	42%	0%	100%
	AVERAGE	28%	45%	27%	100%

The expectation was that 80% of students would be at the *meets* or *exceeds* levels of the rubric. What we found was that they exceeded our expectations in their **knowledge and application of genre elements** (100%, up from 78% last year), **language and mechanics** (84%, up from 78% last year) and **originality** (100% (the same as last year).

One the other hand, this set of student work was much lower in the areas of **higher order revision** (17%, down from 100% last year) and demonstrated **consistent improvement** throughout the writing process (67% down from 89% last year).

Overall, 72%% of students *met* or *exceeded* the criteria overall. While this is quite a decline from the assessment last spring, the score is brought down by only one area: **higher order revision**.

ENG 256W Closing the Loop

On May 9th, 2017, three instructors who teach 200 level classes met to assess a set of literary essays (four randomly chosen essays from a class of 14 students). The results were mixed as compared to the previous assessment.

SUMS	Thesis and organization	3	3	6	12
	Depth of support	3	6	3	12
	Introduction / Conclusion	3	5	4	12
	Language and Mechanics	2	8	2	12
	MLA	5	5	2	12

%	Thesis and organization	25%	25%	50%	100%
	Depth of support	25%	50%	25%	100%
	Introduction / Conclusion	25%	42%	33%	100%
	Language and Mechanics	17%	67%	17%	100%
	MLA	50%	50%	25%	100%

MLA	42%	42%	17%	100%
AVERAGE	27%	45%	28%	100%

The expectation was that 80% of students would be at the *meets* or *exceeds* levels of the rubric. What we found was that these samples met these expectations in two areas: **language and mechanics** (84%) and **use of MLA documentation** (84%). Students met lower expectations in **depth of support** (75%) and **introduction/conclusion** (67%). However, they were weakest in the area of **thesis and organization** (50%). Overall, students averaged 72% overall on all these skills, down from 79% last year.

ESL 21

Analysis

Five students completed the assessment. Individual scores were: 98%, 98%, 82%, 51%, and 40%. Based on these results, 60% of the artifacts demonstrated satisfactory level or better.

Considering the class as a whole:

- the strongest levels of mastery were for pre-reading strategies at 84%,
- reading and annotation levels were 82%,
- comprehension of central idea and supporting details were 66%, and
- summarization skill levels were 62%.

Therefore, artifacts demonstrated satisfactory levels or above in pre-reading, reading, and annotation; however, the artifacts demonstrated below satisfactory levels for comprehension and summarization skills.

Discussion

Given the small sample size for this assessment, I am hesitant to draw any overarching conclusions from the artifacts collected. Additionally, one student was identified as having learning disabilities, which appeared to prevent her from progressing in the course. (Though this student was not an English language learner, she was placed in the class because of its methodology, which focuses on scaffolding input.)

Conclusions

Noting that the lowest skill areas related to applying and summarizing key information from a reading, and recognizing that these are higher order skills, it is worth revisiting the techniques used to teach these concepts.

I.S. 101 - Of the 25 random samples scored on the 3-component rubric, 72% Met (11 artifacts - 44%) or Exceeded (7 artifacts - 28%) expectations; 7 artifacts were Approaching (28%) and 0 Didn't Meet Expectations. The 70% Benchmark was achieved. The Assessment Team felt that 28% Exceeding Expectations was quite a positive outcome.

Strengths - The Assessment Team concluded that for the most part, all 7 sections of I.S. 101 achieved parity in terms of students' connecting to their service learning experience and their gaining a sense of positive engaged citizenry and community participation. They also expressed

gaining important leadership skills as well as increased knowledge of community resources for themselves, family, and others. These continue to be the strengths of this course which sets a firm foundation for the rest of their educational journey.

Weaknesses - A concern was identified about one of the sections of Early College being offered at Kealakehi High School. As a pilot, at the request of the high school, freshmen students were allowed to take this course. However, there seemed to be a significant difference in the cognitive and writing skills of this particular group. It was felt by the team that the offering of Early College courses to freshmen students may not be advisable as it is difficult for them to meet the learning outcomes at the same level as the 10 - 12 grade Early College students. It was noted that if the 4 9th grade samples were thrown out of the averaging, since all 4 samples scored at the Approaching level, then the results would have shown a substantial increase of 52% Meeting and 33% Exceeding expectations for a total 86% Meeting or Exceeding Expectations, which is quite an impressive outcome. It was decided that this situation was worth monitoring, but that more information and samplings were needed to make a final decision on this issue.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

ENG 20W

Strengths:

Two-thirds (66%) of the students who took the exam wrote at a level that suggested they were prepared for ENG 100/22; the exam indicated that these students had mastered the ENG 20W level of competency on this exam. This is an increase from previous semesters where, on average, 50 - 60% of the number of students in ENG 20W passed ENG 20W exit exams.

Weaknesses:

In the Assessment Plan, our expectations were these:

"We expect that 50% of students will place at the ENG 100 level, and another 25% will place at the ENG 100/22 levels."

Students performed far below expectation. Students did not improve as effectively as we thought they might, given the extra time we spent with them. In most cases, the 6-credit ALP has not been a springboard directly into ENG 100.

Challenges:

These students are often underprepared for college work on a number of levels: some of them have disabilities and need more time to master the skills; some are non-English speakers; they frequently have poor time management and self-discipline, or they lack in the other non-cognitive skills necessary

for college; they have complicating factors in their lives outside of the college; and/or they have had poor K-12 preparation for college work. They are the most at-risk population in the college.

Furthermore, the instructors were new to this type of course. All three instructors participated in on-going professional development throughout the semester, and added one to four hours a week into their schedules for wrap-around services for their students. With this time, they met with students for writing conferences and developed partnerships with counselors in Student Services who did workshops on time management and other non-cognitive skills in these classes.

At least one of these classes accepted students who had placed more than two levels below ENG 100, per the training she had received at an ALP conference in Baltimore during the summer. In her class, five students were non-native speakers. Four students had disabilities. One student was incarcerated during the semester, and another dropped out of school because of an anxiety disorder after a death in the family.

In retrospect, this instructor will encourage the counselors to strongly advise students to take a new non-credit English class before taking on the ENG 20W/22 ALP to ensure more success.

ENG 20W Closing the Loop

On May 5th, fourteen English faculty members met to conduct the scoring of the ENG 20W/22 writing assessment. Kate Sims took notes, summarized in the Modification to Assessment Strategy listed above.

Important note: Readers evaluated each sample for evidence of a student's readiness to proceed to the next class with or without the support of an Accelerated Learning Program (ALP) co-requisite class. Sometimes samples indicated that a student should repeat ENG 20W/22. We found that, as a department, we were not in agreement on what skills we wanted students to have to move to the next level. Most notably, there was some difference in expectations of students' sentence skills and critical thinking. English 100 instructors generally wanted students to have strong sentence skills so that ENG 100 could focus on development of essay structure and critical thinking skills; however, some instructors tended to want students to arrive in ENG 100 with strong critical thinking skills and were less concerned with sentence skills which they felt could be addressed with tutorial help. This is a fundamental difference and a point for further discussion.

ENG 204W Closing the Loop

The conversation about this assessment took place on May 9th, 2017. The five instructors who teach this class (or other 200 level literature classes) were present.

Observations:

This time, the changes in student writing through the drafting process focused more on editing than on deep, higher order revision. While the genres were distinct, more experimentation and draft changes might have been encouraged.

Before we re-assess this course in five years, it is important for the department to discuss the outcomes for this class and what we want instruction to emphasize.

Only one or two sections of these classes are usually taught each year. This means that the number of samples is small and this skews the numbers in a way that appears disproportionate.

ENG 256W Closing the Loop

The conversation about this assessment took place on May 9th, 2017. The instructors who teach this class (or other 200 level literature classes) were present.

Observations:

Students demonstrated that they were highly engaged with the literature and had developed strong analysis skills. They showed that they are capable of thinking at a higher level.

However, while the expression of this thinking was mechanically correct and adhered to MLA formatting, the overall organization of their ideas was often confusing and theses were unclear. They were passionate about the literature, but sometimes disorganized when writing about it.

This is something that can be relatively easy to remedy with instruction on essay structure.

One concern the instructor had was that the models of literary essays that were used were taken from the textbook, and were of high quality, perhaps even intimidating for the students. The instructor observed that some students paid too little heed to them. Recommendation for next time: Use samples of good quality essays from previous students so that writers develop the sense of both what is possible and what is expected.

Only one or two sections of these classes are usually taught each year. This means that the number of samples is small and this skews the numbers.

ESL 21

Strengths: This course provides students with a strong foundation in how to approach reading through a system of strategies that prepare and engage the reader.

Weaknesses: This course could be improved by emphasizing how active reading strategies such as identifying purpose, tone, audience, pattern of organization contribute to revealing the central ideas of readings.

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

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

For majority of the math courses, the faculty will change the rubrics utilized in each of the courses being assessed. New rubrics will be created that will be utilized to determine whether the students have exceeded, met, or not met the course learning outcomes.

For SPCO 251: Based on the weaknesses and challenges of the summative assignment, some minor changes could be instituted. These changes would not be so substantial as to affect CLO alignment, but could provide enough of a tweak to address the issues presented by the assessment results.

The assignment could be changed to omit the con side series of interrogative statements. Instead, the instructor will, at the end of the pro speech, lead a question and answer session that includes the audience. The goal would be to still include the con opposition to the pro side, but

collectively rather than individually. This would preserve the benefits of the con side for students; namely, evaluating, preparing and addressing an opposition perspective to their chosen issue. This would also allow students to focus on one issue with more depth and breadth to their research and preparation and additionally, free up more class time. Freeing up more class time would help, considering the current schedule has the structured debate occupying more than a month of the semester.

ENG 20W

Action Plan

The instructors and other graders discussed the results of the assessment and made these plans for improvement:

Changes to the Assessment

Re-work the exam prompts so the second prompt choice leads the students to do more thinking and analysis and clarify the first prompt so that it is clearer what “regulation of alcohol ads” means.

Changes to the course

1. Do more scaffolding on writing summaries.
2. Do more practice on answering prompt questions and responses to reading.
3. Work on critical thinking skills: What is an argument? How does one approach a logical response to a prompt? Work on detailed outlines of the argument.
4. Work on paragraph structure and transitions; how does each sentence relate to the one before and after?

Further considerations:

We will also consider placement issues; should students who have placed below the 20W level be included in this ALP?

I.S. 101 - It was decided by the Assessment Team that all I.S. classes scheduled for Fall 2017 and beyond would use a revised “Service Learning Project Reflection Paper Guidelines” and an enhanced, more detailed Scoring Rubric. Both revised Assessment Tools were created by the Assessment Team after their discussion about the results of this C-t-L round. The revisions make clearer the learning outcomes that are expected of the students and the scoring rubric is much more closely aligned to these outcomes. The team also added more specificity to define each of the four levels of performance which should result in less variation between raters. The revised tools can be found in the Assessment Archives for spring 2017.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

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	= \$	_____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____

*This section applies to NURS only.