

# HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

**Liberal Arts, AA**

**Date: January 31, 2019**

**Review Period  
July 1, 2017 to June 30, 2018**

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

### 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).**

**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	<p>The demand indicator is marked as “<b>Healthy</b>,” because the number of majors decreased by only 1% (within 3% of the college headcount). This shows an upward trend from AY15-16 when the percent change of majors from the prior year was -12% and AY16-17 when it was -6%. The number of Native Hawaiian majors went up by one student. The percentage of full-time students went up in both fall and spring. Correspondingly, part-time students went down. Both program majors and non majors taking program classes went down (measured by SSH) by 2.3% and 10.7% respectively. Total number of classes taught (428) is down from AY15-16 (430) and AY16-17 (456).</p> <p>This indicator speaks to the difference between College’s Annual Headcount Increase/Decrease (#2a) and the Program’s Increase/Decrease (#2b), so we have less control over this indicators than others below. However, we can affect this indicator by recruiting Native Hawaiian students to the major, encouraging students to be full-time rather than part-time when possible, and providing the proper number and variety of courses in the major. The main area in which we made significant changes was in the total number of courses, which went down, followed by a decrease in SSH. This was not our intention, so we are focusing on balancing this out going forward. On the other hand, we are in the midst of an ongoing campaign to encourage students to be full-time, and it appears we are making progress on this front.</p>
Efficiency	<p>The efficiency indicator is marked as “<b>Cautionary</b>,” although our fill rate was 78.8%, and, according to the rubric, 60 – 74% equals cautionary status, and 75-100% equals healthy status. Average class size remained the same at 19 students. We had 48 low enrolled classes, up two from the previous year, an increase of 4%. Also, the student/faculty ratio was 33, and, according to the rubric, 15 – 35 equals healthy status.</p> <p>Either the rubric needs to be updated or the algorithm is incorrectly configured to determine the health indicator. Conversely, the efficiency indicator could be determined on some other factor that doesn’t appear on the rubric. Regardless, it’s officially “cautionary” status. Given that according to the rubric our efficiency indicator data points fall within the “<b>Healthy</b>” range for both fill rate and class size, we believe that our program is <b>Healthy</b>.</p>

Effectiveness	<p>The effectiveness indicator is marked as “<b>Cautionary</b>,” because we did not reach our goal of increasing Associate degrees awarded by 5% or more. The number of Associate degrees awarded decreased by one, from 222 to 221. Effectiveness is also measured by percentage increase in transfers to other UH institutions. The goal is to increase transfers by 6%, but our transfers went down from 190 to 185, a decrease of 2.7%. Additionally, our persistence from fall to spring was 69%, falling within the Cautionary range of 60-74%.</p> <p>Enrollment is down within the system, including our college. Despite fewer students year after year, our Associate degrees awarded essentially remained the same this year. Likewise, though our transfers are down 2.7%, this is actually small compared to the dip in overall enrollment of 5%.</p>
Overall Health	Overall health is <b>Cautionary</b> , but see <u>Efficiency</u> indicator analysis above.
Distance Education	<p>The number of distance education classes taught was down 11.2% from the previous year, from 81 to 72. Likewise, distance education enrollment was down 11.5%. The fill rate remained steady at 84%. Successful completion was up slightly at 70% from 69% the previous year. Withdrawals was down considerably to 152 from 187 the previous year, a decrease of 18.7%.</p> <p>Through the accreditation renewal process, the LBRT departments have renewed their commitment to instructor training, careful planning of DE course offerings, and regular instructor evaluation. This has improved the successful completion rate of students in DE courses and decreased withdrawals. Strategic scheduling practices led to the decrease in the number of DE courses offered, but we now expect that number to increase as we focus on quality over quantity. In particular, we had a significant decrease in the number of Writing Intensive (WI) courses in order to provide a more balanced selection to students without consideration of historical enrollment by mode (F2F/Vidcon/Online). Going forward, we have set goals to increase the number of Vidcon and Online WI course offerings, which should increase the DE enrollment overall.</p>
Perkins Core Indicators (if applicable)	N/A
Performance Funding Indicators (if	The number of degrees and certificates increased by 7% from AY 14-15 to 15-

applicable)	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 and we request that this and the other errors and data discrepancies be brought to the attention of the ARPD office and corrected going forward.
<p>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.</p>	<p>Across the system, enrollment continues to decline, which has affected our Demand numbers. We lost some steady online lecturers and are also implementing stricter standards for online teaching, but we believe this number will bounce back as we add more online classes in the coming years, affecting our distance indicators.</p>

## 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.

What we did:

- AA modification for Foundations/Diversifications requirements.
  - The lengthy process of moving from GE designation to F/D was complicated by a shortened deadline, requiring multiple individuals and groups to work together to make and approve changes to all Associate in Arts degrees (AA - Concentration in Administration of Justice/Art/History/Psychology/Sociology

and AA - Hawaiian Studies) in order to be in line with the rest of the UH system. This required the quick cooperation of department faculty, chairs, the GE Committee, Institutional Assessment Coordinator, Academic Senate, and many others to meet the system deadline.

- Began designating Foundations and Diversifications courses.
  - Faculty and GE Committee immediately began the process of designating courses to provide students with variety of choice in the F/D courses.
- Senate approved HAP committee.
  - The HAP Committee also finalized their structure and were approved by Senate in time to begin approvals of HAP courses in 2018-19. AA students are required to complete at least one course designated as HAP: Hawaiian, Asian, and Pacific issues.
- New GEOG and SSCI (PAL) positions.
  - Two new full-time faculty were hired into the Social Science department and began teaching GEOG and SSCI courses. One is located in Hilo and the other in Palamanui. Both were longtime lecturers.
- AVID implementation began in Spring 2018: professional development for faculty/staff.
  - In January, February, April, and May of 2018, AVID (Advancement Via Individual Determination) was invited to our campus to present to faculty and staff. AVID, in a nutshell, “helps teachers shift from delivering content to facilitating learning.” We focused on providing preliminary training to as many people as possible and on the AVID liaisons learning from our AVID coach about implementation. The initial trainees started implementing classroom strategies; AVID liaisons (Caroline Naguwa, Tanya Dean, and Lisa Fukumitsu) began work with our AVID coach to develop a campus plan and schedule professional learning days. In June, 11 instructional faculty, Student Affairs and Academic Support faculty and staff, and administrators attended the AVID Summer Institute in Denver.
- Courses changes:
  - AG 245 - Modification (MNS)
  - ART 198 - Experimental course: “Introduction to 3D Composition for DMA, or LBRT elective (HUM)
  - ART 257 - Retired (HUM)
  - ART 295 - Retired (HUM)
  - ART 296 - Retired (HUM)
  - BIOL 265 - Modification (MNS)
  - BIOL 275 - Modification (MNS)
  - BIOL 275L - Modification (MNS)
  - DNCE 298 - New course: “Introduction to Korean Dance” for visiting scholar

from Korea (SSCI)

- ENG 18 - Retired (ENG)
- ENG 19 - Retired (ENG)
- ENG 20 - New course (ENG)
- ENG 20R - Retired (ENG)
- ENG 21 - 20% course review modifications (ENG)
- ENG 105 - 20% course review modifications (ENG)
- ENG 205 - Retired (ENG)
- ENG 257A - 20% course review modifications (ENG)
- ENG 257E - 20% course review modifications (ENG)
- GEOG 170 - Modification (MNS)
- GEOG 292V - new course (MNS)
- HPER 175 - New course: “Basic Yoga with Hawaiian Perspectives” (SSCI)
- HWST 100 - Modification (HUM)
- HWST 102 - Modification (HUM)
- HWST 103 - Modification (HUM)
- HWST 105 - Modification (HUM)
- HWST 106 - Modification (HUM)
- HWST 140 - Modification (HUM)
- HWST 141 - Modification (HUM)
- HWST 151 - Modification (HUM)
- HWST 160 - Modification (HUM)
- HWST 161 - Modification (HUM)
- HWST 200 - Modification (HUM)
- HWST 201 - Modification (HUM)
- HWST 206 - Modification (HUM)
- HWST 219 - Modification (HUM)
- HWST 240 - Modification (HUM)
- HWST 241 - Modification (HUM)
- HWST 250 - Modification (HUM)
- HWST 251 - Modification (HUM)
- HWST 260 - Modification (HUM)
- HWST 261 - Modification (HUM)
- HWST 270 - Modification (HUM)
- JOUR 205 - Retired (ENG)
- MATH 1 - Retired (MNS)
- MATH 1A - Retired (MNS)
- MATH 1B - Retired (MNS)
- MATH 1C - Retired (MNS)
- MATH 1D - Retired (MNS)

- MATH 24 - Retired (MNS)
- MATH 25 - Retired (MNS)
- MATH 50 - Retired (MNS)
- MATH 50H - Retired (MNS)
- MATH 51 - Retired (MNS)
- MATH 66 - Retired (MNS)
- MATH 82X - Modification for UH System alignment (MNS)
- MATH 205 - Fast track change to MATH 241 (MNS)
- MATH 206 - Fast track change to MATH 242 (MNS)
- PHIL 111 - Prerequisites modified (HUM)
- PSY 100 - Learning outcomes alignment (SSCI)
- Program changes:
  - ASC-GS - New “Global Studies Academic Subject Certificate” (P. Scheffler)
- PLO assessment for PLO#4 Areas of Knowledge (Spring 2018).
  - At the end of the 2017-18 AY, the DCs and the dean held a session to analyze a randomly selected group of assessments for PLO#4 from English, Humanities, Natural Science, and Social Science. This project remains ongoing in AY19.
- Contributed to completed accreditation ISER.

Challenges/Obstacles:

- LBRT advising - Faculty continued to feel that the structure for advising was ineffective.
  - In Fall 17, 44 instructors (fulltime and lecturers) took part in an advising survey to share their experience and concerns. Results were shared in January 2018. Concerns about faculty advising were:
    - Not having enough time, knowledge, and/or advising skills to properly advise students
    - Difficulty meeting with students
    - Navigating the tools for advising (STAR, Starfish)
    - Not having a correct and updated list of advisees
    - Complicated financial aid rules and transfer information
    - Need for structured, ongoing, and consistent training
    - Split campus (Manono - Upper Campus)
    - Lack of knowledge about other programs’ requirements
    - Too many advisees in addition to advising students in courses
    - isolated wraparound support for DevEd students
  - The main takeaways from this survey were:
    1. Most faculty who filled out this survey do not feel they are advising

well, and they would like to be able to do it better. 65% (29/40) would like reassigned time to devote to advising.

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

- Decreasing enrollment created difficulties with scheduling. Typically, historical data informs scheduling, and, as always, was used this year to plan courses. However, changes in personnel (positions and responsibilities), loss of faculty, curricular changes, etc. combined to make scheduling especially complicated. As a department we continue to work on offering the right selection of courses at the right times and in the right format to meet students needs. It is an ongoing challenge.
- Longtime Math Department Chair Marilyn Bader retired. Without a candidate for a new DC, math department was combined with natural science department to become MNS, Math and Natural Science, adding to the already heavy workload of the NS DC, Pamela Scheffler. Marilyn took with her decades of valuable institutional knowledge.
- Longtime Humanities Department Chair Violet Murakami retired on short notice with no preparation time to refill her position of Art Instructor. The Department Chair position was filled, but the department was left short two full-time faculty members. Violet took with her decades of valuable institutional knowledge.
- The increase in distance education courses also includes vidcon classes. Unfortunately, this creates a difficult scheduling problem, since the number of vidcon rooms in Hilo is less than that of Palamanui.

### **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.

**X** Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on 1/17/19 (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**

### **AY18-19 ACTION PLAN**

**Provide a detailed narrative discussion of the program's overall action plan for AY18-19, based on analysis of the Program's AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period.**

**This Action Plan should identify the program's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.**

Liberal Arts Department goals for the coming year fall into four areas. The first is completing 20% course reviews, which have fallen behind in recent years. Due to a cumbersome paper process, reviews were lost or misplaced, leading to incomplete records. This made following a schedule difficult. To remedy this, Shyann Viernes, the Kuali Curriculum unit manager, went through all paper records being kept by DCs and transferred this information to a spreadsheet, giving us a clear view of missing reviews. Now that we have this information, we are working to get back on schedule. The 20% review information is now also noted on the online Assessment Master Schedule.

Next, we are making a number of changes in online course offerings by working to increase the quality of DE classes through creation of departmental policies and conducting more regular evaluation of online courses. DE policies will focus on which classes may be taught online and what training instructors must have before they are approved to teach online courses. We are also strategically planning the increase in online courses by analyzing a variety of data. This goal is in line with UH System's High Priority #4 - Online Distance Ed, but this goal was set mainly due to recognition of the need for standardization in online teaching and learning through the accreditation process.

With our focus on AVID, we hope to design our First Year Experience (FYE) program. To this end, some English faculty began, on a trial basis, teaching some FYE skills in their courses last year on a volunteer basis. Going forward we are creating a more intentional and integrated FYE program using AVID resources. This goal is in line with UH System's High Priority #1 - First

Year Success and HawCC's WIG #2 - Achieve Student Success.

Improving the advising structure has been under discussion for some time. Last year a faculty advising survey was conducted, and the results showed that many faculty felt they were not advising well, and they would like to be able to do it better, but they don't often have the time. They pointed to the need for a lot more training in a variety of modes (online, face-to-face, hybrid), on a regular basis, covering many different topics. Perhaps most important, they need to know exactly what they are responsible for and who they can reach out to for help when they aren't sure of the answers. Going forward, efforts toward restructuring the advising framework is essential. This goal is in line with UH System's High Priority #2 - Academic Pathways/Transfer Pathways.

### **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).**

#### **LBRT PLOs**

- A) Communicate Effectively—Speak and write to communicate information and ideas in academic settings.
- B) Think Critically—Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and make informed decisions.
- C) Reason Quantitatively—Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems.
- D) Apply Areas of Knowledge—Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences and humanities.
- E) Engage as Global Citizens—Demonstrate awareness of the relationship between self, community and the environment, respecting cultural diversity and an understanding of ethical behavior.

#### **Action Item 1: Complete outstanding 20% reviews to get back on schedule.**

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

**Action Item 2: Improve the quality and increase the quantity of online courses.**

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

**Action Item 3: Create a FYE program using AVID resources.**

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

**Action Item 4: Reevaluate and reconstruct the student advising structure.**

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

**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*

**BUDGET ASKS**

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

Describe the needed item(s) in detail.

N/A

Include estimated cost(s) and timeline(s) for procurement.

Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021

Strategic Directions:

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic->

### 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 AY17-18.

#### Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

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

**Please attach copy of industry validation for the year under review.**

### Courses Assessed

List all program courses assessed during AY17-18, including Initial and “Closing the Loop” assessments.

Assessed Course Alpha, No., & Title	Sem assessed	CLOs assessed (CLO#s)	PLO alignment (LBRT PLO#s)
ART 101	S 2018	1,2,3	1,4
ASAN 121	S 2018	1, 2	4, 5
BIOL 100	S 2018	1,2,3,4	2,4
BIOL 100L	S 2018	1,2,3	2,4
BOT 130	F 2017	1,2,3,4,5	2,4,5
BOT 130L	F 2017	1,2,3,4,5	1,2,4,5
ENG 100	S 2018	1, 2, 3	1,2
HIST 153	F 2017	1, 2, 3	1, 2, 4
HIST 154	S 2018	1, 2, 3	1, 2, 4
MATH 55	S 2018	1	2, 3
MATH 100	S 2018	1,2,3	2,3
MATH 205	F 2017	1, 2, 3	2, 3
PHIL 100	S 2018	1	2
ZOOL 101	F 2017	1,2,3,4,5,6	2,4
ZOOL 101L	F 2017	1,2,3,4,5,6,7	2,4

<b>“Closing the Loop” Assessed Course Alpha, No., &amp; Title</b>	<b>Sem. assessed</b>	<b>CLOs assessed (CLO#s)</b>	<b>PLO alignment (PLO#s)</b>
ART 113	F 2017	1, 2, 3	4
ART 243	S 2018	1, 2, 3	4
MATH 76	F 2017	1, 2	3
MATH 120	F 2017	1, 2, 3	2, 3, 4
SPCO 251	S 2018	1,2	1,2

## Assessment Strategies

**For each course assessed in AY17-18 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 artefacts 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/#: ART 101**

Small group of Art 101 faculty and lecturers, including Renee Visaya, John Ferdico, Kevin Diminyatz, and DC Meidor Hu, assessed student artwork from 3 sections.

Five self portrait projects were selected from each section of Art 101 Spring 2018.

### **Course Alpha/#: ART 113 “Closing the Loop”**

Drawing Portfolio, 15 students assessed.

\*The artifact project collected will be their Texture/ Pattern Project (Drawing Portfolio).

\*An assessment team comprised of two faculty and one lecturer, all of which are practicing artists will score the rubric.

\*All three members of the assessment team will be knowledgeable of quality drawing portfolios.

\*The initial plan was to assess the Positive/ Negative Project but The Texture/ Pattern Project was later in the semester after numerous other projects so level of knowledge and skill students could bring to it was greater.

\*100% of the artifacts will be assessed.

\*One student was absent out of 16.

\*The artifacts will be projected onto a screen as the team views and scores the rubric.

\*The rubric is attached to the digital report.

**Course Alpha/#: ART 243 “Closing the Loop”**

Final studio piece: wall hanging / flower container, 10 students assessed.

No strategy reported.

**Course Alpha/#: ASAN 121**

500 word/one hour final exam essay.

1. Course instructor conducts assessment

2. All students in course assessed:

12 students in course

3. I chose this summative assignment to show the students' global understanding of the many aspects of China's deep history and its considerable cultural achievements. This assessment artefact (Students' final exam with 1 essay question was developed by the program about 5 years ago. Having now completed this assessment project, I believe this is a strong and valid summative assignment to assess the CLOs.

**Course Alpha/#: BIOL 100**

Final Exam, 11 students assessed. Students were assessed based on several sets of questions during the final examination. Each set of questions was specific to one CLO. Questions were in the form of true/false or fill-in-the-blanks.

To assess CLO 1, a set of questions designed to test how well students apply scientific process to analyze a medical doctor’s assessment of a patient’s medical condition and follow-up treatment was presented.

To assess CLO 2, students explained how organelles in a cell support homeostasis by filling in the blanks in a short paragraph that described the major functions and interactions of the organelles, and the organization of cells in a multi-cellular organism.

To assess CLO 3, students described how organs and organ systems interact to promote homeostasis by filling in the blanks in a short paragraph that describes the regulation of blood volume.

To assess CLO 4, students demonstrated their ability to identify different disorders of the respiratory system and the impacts of these disorders on the organ system through another fill-in-the-blanks type of question.

A random sample of about one-third of students from each of the two sections in Spring 2018 was assessed. The course instructor conducted the assessment.

The scoring scale for each set of the exam questions specific to each CLO is:

Exceeds score: 90%

Meets score: 70%

Developing proficiency: 60%

Does not meet: less than 60%

For each set of the examination questions, it was expected that 75% of the artifacts would correctly answer the questions and achieve scores of “Meets or Exceeds Expectations”.

**Course Alpha/#: BIOL 100L**

Final Project - PowerPoint Presentation, 12 students assessed.

To assess all three CLOs, students completed an oral and written presentation on how a disease disrupts homeostasis in the human body. Each student chose to work on one of the organ systems studied in the lab. They were required to demonstrate knowledge of the normal functioning of their chosen organ system and its role in the maintenance of homeostasis in the human body. Secondly, each student chose a common disorder of their chosen organ system and explained how that disorder disrupts the normal functioning of the organ system. Lastly, students related activities or experiments performed in the lab to their chosen disorder and organ system. To assess CLO 1, students were graded based on their ability to describe the concepts of human biology in the context of their organ system. The different levels of expectation are described in the grading rubric.

All presentations were evaluated from the single course session in Spring 2018. The course instructor conducted the assessment.

It was expected that 75% of artifacts would meet or exceed expectations.

**Course Alpha/#: BOT 130**

Final Exam with multiple choice and fill in the blank, and Plant Notebooks, 8 students assessed.

The course faculty/ instructor conducted the assessment without the assistance of other faculty. The number of students expected to achieve the course learning outcomes the percentage expected is 75%. This was assessed by a final exam, and a plant notebook. The final exam was multiple choice /fill in the blank . The plant notebook consisted of a collection of information on 30 plants and pictures. ( see Attached)

The total number of students of assessed is 8. Eight students out of 10 took the final exam and handed in Plant Notebooks.

**Course Alpha/#: BOT 130L**

Final Exam with multiple choice and fill in the blank, and Plant Notebooks, 8 students assessed.

The course faculty/ instructor conducted the assessment without the assistance of other faculty. The number of students expected to achieve the course learning outcomes the percentage expected is 75%. This was assessed by a final exam, and a plant notebook. The final exam was multiple choice /fill in the blank . The plant notebook consisted of a collection of information on 30 plants and pictures. ( see Attached)

The total number of students of assessed is 8.

**Course Alpha/#: ENG 100**

In an effort to norm ENG 100 writing expectations across the UHCC system, the community colleges are conducting a system-wide assessment of ENG 100, collecting artifacts from the Fall 2017 semester and reviewing a selected sample of them, in a large, system-wide norming session, in Spring 2018. All the colleges have agreed to participate, with each ENG 100 instructor asked to submit one student's summative assignment as stated in these directions:

Every CC instructor who teaches ENG 100 and/or its accelerated or co-requisite counterpart will anonymously submit one student essay that meets the following criteria:

- Minimally passing (where pass/not pass is in question, i.e., low C or high D)
- Thesis-driven and with at least one student-selected source (e.g., research, analysis, argument, report)
- From the second half of the Fall 2017 semester and for an assignment meant to represent that the student has met the course SLOs

The norming will be done by participants of the system-wide English discipline meeting on April 13th, 2018. The outcome of this norming will be a set of exemplars and descriptors for minimally passing essays, including how various instructors measure the passing of an essay given a writer's variable skills to meet the rubric.

A total of 54 instructors submitted samples, and the norming committee selected eight of these essays in an effort to reduce the number of random samples to a reasonable size and to provide a view of a range of problems in the essays that made the borderline. Instructors redacted the student name and their name from the essays and submitted them via Google form either as an attachment or as an anonymous "copy and paste" entry.

We are hoping to find is that there is parity of expectations throughout the system for a minimally passing ENG 100 essay. We are also expecting that conversations in cross-system groups will reveal instructor thinking behind decisions about which students are ready to pass ENG 100 and which are not. We hypothesized that these conversations would move English faculty members to closer alignment in their evaluation of student work as they shared ideas about how they evaluate essays.

**Course Alpha/#: HIST 153**

Final research paper, 8 students assessed. Josh Horowitz, principal assessor, enlisted the help of Sam Giordanengo; Josh made two copies of the product, the Final Research Paper, we both assessed each of the eight papers submitted (only one section of this class) using a Rubric

(attached). We tallied the scores for each category (Thesis, Analysis, Organization, Evidence, Presentation of Research Narrative) and totaled the scores.

**Course Alpha/#: HIST 154**

Final research paper, 10 students assessed. See attachments to digital report for assignment description, rubric, syllabus, etc.

**Course Alpha/#: MATH 55**

Final Exam, 13 students assessed. A math lecturer conducted the assessment of the Math 55 students on May 4, 2018 during the final exam. He administered twenty-two questions and assessed his students' performance. In response to an earthquake that occurred on May 4th, two minutes prior to the administration of the final exam, students and instructors were instructed by Administration to evacuate the campus. Therefore, students were instructed to finish their exam as a take-home exam. Since one section of Math 55 was offered in spring 2018, the data from all students enrolled in the class was collected.

**Course Alpha/#: MATH 76 “Closing the Loop”**

Embedded questions in the final, 10 students assessed. Course instructor graded the assessment  
Math Department discussed questions to be embedded on the final exam and their alignment with course objectives

All students in the course were assessed

Faculty expectations were that at least 70% of all students would meet or exceed the course learning outcomes.

**Course Alpha/#: MATH 100**

The assessment consisted of six questions embedded in the final exam. 77 students assessed. The assessment was conducted by math instructors who taught five sections of Math 100 during spring 2018. Six problems were embedded in the final exam. Data from seventy seven students who were administered the final exam was collected and ranked according to the following rubric:

1. Score of 0 if the student provided little or no evidence of ability to solve the problem;
2. Score of 1 if the student provided some evidence of ability to solve the problem but did not complete the critical thinking process to solve the problem successfully;
3. Score of 2 if the student solved the problem successfully.

Faculty expectations were that at least 70% of the students would meet or exceed CLO #1.

**Course Alpha/#: MATH 120 “Closing the Loop”**

Final Exam, 22 students assessed. Ten problems that were representative of CLO #1, #2 and #3 were embedded in the final exam. Responses from all students who were administered the final exam were assessed.

The assessment method was determined by the faculty member teaching the course.

The artifacts were chosen based on the CLOs listed for Math 120.

The rubric utilized in scoring the students' responses to the ten questions were:

Score of 0 - Student provided little or no evidence of ability to solve the problem.

Score of 1 - Student provided some evidence of ability to solve the problem, but did not complete the critical thinking process to solve the problem successfully.

Score of 2 - Student solved the problem successfully.

The sum of the average scores for each problem was expected to be 70% of a perfect score (20).

**Course Alpha/#: MATH 205**

Comprehensive exam, assessing all questions, 6 students assessed. The assessment was conducted by the faculty member, Jacqueline Stradtman-Carvalho, who taught the sole section of the course. The assessment was based on a comprehensive, written, final exam that was distributed one week prior to the due date.

**Course Alpha/#: PHIL 100**

Final exam, 23 students assessed.

Course faculty conducted assessment alone. 80% of students expected to achieve CLO. All summative assignments (final exams) from this section of the course evaluated for the purpose of this assessment.

**Course Alpha/#: SPCO 251 “Closing the Loop”**

Cooperative argumentative debate assignment, 14 students assessed

. The course instructor observed student performances of a prepared speech and then a semi-impromptu response to their partner's prepared speech, on an assigned public issue topic. The instructor was the sole assessor of this two-part summative assignment, using a rubric to score each student. 100% of student artifacts were assessed.

75% of students were expected to meet a 75% score on the summative assignment rubric.

The negative (con) side of the debate assessed skills relevant to CLO 1 as responding to the affirmative focused on the critical evaluation of a complex argument.

**Course Alpha/#: ZOOL 101**

Final exam, 7 students assessed. The assessment was conducted by the course instructor during the regularly scheduled Final Exam.

To assess master of the CLO, the students were given 4 questions, either True/False or Multiple Choice. They were scored correct or incorrect according to a Test Key/Scoring Guide.

It was expected that at least 75% of the students would meet or exceed the expectations that they would answer 75% of the questions correctly. All students in the course were assessed.

**Course Alpha/#: ZOOL 101L**

Final exam, 5 students assessed. The assessment was conducted by the course instructor during the regularly scheduled Final Exam.

To assess mastery of the CLO, the students were given 4 questions, either True/False or Multiple Choice. They were scored correct or incorrect according to a Test Key/Scoring Guide.

It was expected that at least 75% of the students would meet or exceed the expectations that they would answer 75% of the questions correctly. All students in the course were assessed.

## Expected Levels of Achievement

**For each course assessed in AY17-18 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."*

<b>Assessed Course Alpha, No., &amp; Title</b>	<b>Assessed CLO#</b>	<b>Standard for Success</b>	<b>% of Students Expected to Meet Standard</b>
ART 101	1,2,3	66% (2 of 3 pts)	70% for all CLOs
ART 113	1, 2, 3	66% (2 of 3 pts)	not specified
ART 243	1, 2, 3	66% (2 of 3 pts)	not specified
ASAN 121	1, 2	70%	not specified
BIOL 100	1, 2, 3, 4	70%	75% for all CLOs
BIOL 100L	1, 2, 3	~75% (19 of 25 pts, 15 of 20 pts )	75% for all CLOs
BOT 130	1, 2, 3, 4, 5	80%	75% for all CLOs
BOT 130L	1, 2, 3, 4, 5	80%	75% for all CLOs

ENG 100	1, 2, 3	not specified	not specified
HIST 153	1, 2, 3	84%	not specified
HIST 154	1,2,3	not specified	80% for all CLOs
MATH 55	1	70%	not specified
MATH 76	1, 2	70%	70% for all CLOs
MATH 100	1, 2, 3	70% (8.4 of 12 pts)	70% for all CLOs
MATH 120	1, 2, 3	70% (14 of 20 pts)	not specified
MATH 205	1, 2, 3	80%	not specified
PHIL 100	1	66% (2 of 3 pts)	80
SPCO 251	1, 2	75%	100% for all CLOs
ZOOL 101	1,2,3,4,5,6	75%	75% for all CLOs
ZOOL 101L	1,2,3,4,5,6,7	75%	75% for all CLOs

## Results of Course Assessments

**For each course assessed in AY17-18 listed above, provide:**

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

**Course Alpha#: ART 101**

Two lecturers used the same prompt for the assignment, which included asking students to identify the style they were using for their self portraits. One lecturer did not include a prompt to identify style of self portrait. we think that due to the inconsistency of the prompts, a large portion of the class did not meet the expectation on identifying different styles in works of art. Because of the distance between the two campuses on the Big Island, the three art 101 teachers could not meet together to coordinate the same prompt for the project. Another Challenge is that one of the art 101 classes is online and two of the art 101 classes are face to face, this could be a reason for the large number of students not meeting the expected results.

As for strengths of the unit, making a self portrait is that it give the student an opportunity to understand themselves in a creative way at the same time use the the vocabulary of art to explain their art work and meet all of the CLO's in one project that is relevant to their lives. A strength of the course is that it is an interesting way for a student without an art background to meet their fine arts requirement.

Exceeded: 26.67% Number at this level: 4

Met: 33.33% Number at this level: 5

Partially Met: 0% Number at this level: 0

Not Met: 40% Number at this level: 6

Action Plan: If we use the same self portrait project for assessment next time, our action plan is to coordinate together with all three instructors to create and use the exact same prompt for all three sections of ART 101.

**Course Alpha#: ART 113 “Closing the Loop”**

\*2/3 of the students exceeded or met standard. These are very high results! The students were positively affected by the instructional techniques used.

Action Plan: \*Moving forward, make sure students are getting high attention and feedback for their projects. \*Continue with the instructional plan and methods, they working and they are highly successful.

	Exceeded	Met	Partly Met	Did Not Meet
CLO 1	10	4	1	0
CLO 2	10	5	0	0
CLO 3	7	5	0	3

**Course Alpha#: ART 243 “Closing the Loop”**

Results analysis not reported by instructor.

CLO 1:

Exceeded: 90% Number at this level: 9

Met: 10% Number at this level: 1

Partially Met: 0% Number at this level: 0

Not Met: 0% Number at this level: 0

CLO 2:

Exceeded: 80% Number at this level: 8

Met: 20% Number at this level: 2

Partially Met: 0% Number at this level: 0

Not Met: 0% Number at this level: 0

CLO 3:

Exceeded: 70% Number at this level: 7

Met: 30% Number at this level: 3

Partially Met: 0% Number at this level: 0

Not Met: 0% Number at this level: 0

**Course Alpha#: ASAN 121**

3 things that worked for this course:

- 1) consistent reviewing of course material and goals/timing of the course benchmarks
- 2) the actual writing of the final essay becomes an formalizing occasion/experience and a learning experience in and of itself
- 3) students gave this instructor excellent feedback on his teaching, so clearly the students were learning and enjoying the insights and mental-social-cultural opening that this offered.

2 things you would do differently:

- 1) more guest speakers
- 2) less stress expressed to students re: final assessment and perhaps start a bit later

1 action item for next time:

more hands-on activities!

#### STRENGTHS & CHALLENGES:

Course is properly sequenced in the department and in students move through the program. The breadth of the course is appropriate.

Challenge is that we only have one semester of Chinese culture course and lecturer recommends adding a second advanced semester if possible.

#### ACTION PLAN:

1. Suggest change to CLO
2. more hands-on activities!
3. review and revise CLO 1 to distinguish the various topics and make more clear to students the relationships and differences the topics (current laundry list)
4. include an earlier writing exercise at the midterm and provide feedback to them
5. keep the basic course structure and syllabus design, they work well.

#### Course Alpha#: BIOL 100

A total of eleven students were assessed - six students from first section and five students from the second section. Three of these eleven students exceeded expectations while another four met expectations. In other words, 64% of the artifacts met expectations. Three student partially met expectations and one students did not meet expectations. This result did not exceed the percentage of students expected to achieve the course learning outcome.

The strength of this course is that it teaches students the normal functioning of the different major systems of the human body. Ultimately, this provides students with a better understanding of how common diseases occur, and the different ways to better take care of their own bodies.

The course covers the major organ systems of the human body. This can be quite daunting for many non-biology major students who have not taken a biology course before. It is a course that requires students to be serious and be willing to put in the time and effort.

**ACTION PLAN:**

1. Provide homework assignment that help students understand the functions of the different organelles.

11 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	4	4	1	2
CLO 2	3	4	3	1
CLO 3	9	0	1	1
CLO 4	7	3	0	1

**Course Alpha#: BIOL 100L**

A total of twelve students' PowerPoint presentations were assessed. Five of these twelve exceeded expectations while another six met expectations. In other words, 92% of the artifacts met expectations, and of these 92%, 45% exceeded expectations. Only one student partially met expectations. This student did not attend several classes near the end of the semester due to certain unforeseen circumstances at home. This might have resulted in the student not having spent enough time working on this final project. Overall, this result exceeds the percentage of students expected to achieve the course learning outcome.

Ten of the twelve students were taking the corresponding lecture course concurrently while the remaining two students had taken the lecture course in prior semester. The strength of this laboratory course is that it helps students retain many of the key concepts taught in the lecture course. As such, most students had no problem describing the concepts of human biology in their presentations.

12 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	5	6	1	0
CLO 2	11	0	1	0
CLO 3	6	0	0	6

**Course Alpha#: BOT 130**

Eight students out of 10 took the final exam and handed in Plant Notebooks.

Most students Exceeded standards or Met standards for all the CLO's of this class. Students are

able to process information on all aspects of the class, with the exception of CLO5, identifying the particular plants. This is assessed in the class in Power point slides ( that are uploaded to Laulima as a study tool with names) shown without names and plant samples brought into the lab. Plant ID is also addressed by a series of field trips to see and learn about the plants hands-on. They are then required to make a plant notebook using the information they gathered on the field trips. They are able to identify the plants in their native habitat, but don't seem to be able to ID them when they are in the classroom. Either the assessment needs to be given in the wild or students need to be more familiar with smaller samples brought into the class.

Action Plan: quizzes in the field Edit Remove

1. identification of plant morphology
2. organized activities on field trips

8 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	6	2	0	0
CLO 2	6	2	0	0
CLO 3	4	2	2	0
CLO 4	8	0	0	0
CLO 5	2	1	1	4

**Course Alpha#: BOT 130L**

Eight students out of 10 took the final exam and handed in Plant Notebooks.

Most students Exceeded standards or Met standards for all the CLO's of this class. Students are able to process information on all aspects of the class, with the exception of CLO5, identifying the particular plants. This is assessed in the class in PowerPoint slides ( that are uploaded to Laulima as a study tool with names) shown without names and plant samples brought into the lab. Plant ID is also addressed by a series of field trips to see and learn about the plants hands-on. They are then required to make a plant notebook using the information they gathered on the field trips. They are able to identify the plants in their native habitat, but don't seem to be able to ID them when they are in the classroom. Either the assessment needs to be given in the wild or students need to be more familiar with smaller samples brought into the class.

ACTION PLAN:

1. quizzes in the field
2. identification of plant morphology

3. organized activities on field trips

8 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	6	2	0	0
CLO 2	6	2	0	0
CLO 3	4	2	2	0
CLO 4	8	0	0	0
CLO 5	2	1	1	4

**Course Alpha#: ENG 100**

At the UHCC English Summit on April 13th, 2018, representatives from all of the CCs and Maui read and scored the eight samples using the rubric approved at the Fall meeting as their guideline. They then worked with a small, cross-system group to discuss their findings and select which of the eight essays to advance as the best exemplar of a minimally passing essay. Each group presented its results and rationale to prompt discussion on the challenges and strategies used in evaluating student work.

Results (sorted by names of the essays)

The following essays were chosen as exemplars of minimally passing essays by the groups, to different degrees:

- “Corporal Punishment”: Four groups selected this essay as a sample of minimally passing work. The essay contains a thesis, demonstrates some critical thinking and promising ideas, and is adequately organized. While the essay generally exhibits passable source use and evaluation, it nonetheless contains several instances of plagiarism. Participants generally disagreed about whether these instances should automatically fail a paper at the ENG 100 level. Discussion ensued about plagiarism policies and about how to best deal with accidental plagiarism and its varying levels of severity (just forgot a citation? paraphrased poorly? ignorance of quotation use and basic source integration?). Some argue that plagiarism in any form should not be tolerated, whereas others worry that penalizing students too strictly may keep promising students back from further learning later. Overall, many agreed that instructor’s evaluation of papers with plagiarism is very much dependent on the context: what we know about each student and his/her learning progression.
- “The War on Food”: Three groups selected this essay as a sample of minimally passing work. Although the essay was repetitive at times, it nonetheless contained a recognizable organization. Some evaluated the thesis as adequately aligned with the support; others saw drift from the thesis as demonstrating inadequate skill. Some assessed source evaluation/choices as weak because the writer didn’t appear to have developed enough contextual knowledge and understanding of the source material to handle the topic, whereas others saw the source use and

literacy info as adequate for minimally passing.

- “The War on Substance Abuse”: Two groups selected this essay as a sample of minimally passing work. The essay demonstrates rudimentary organizational skills (a “proto-organization”) and adequate ability to think critically (in the first body paragraph); neither ability is fully developed and articulated. The essay proposes a solution that showed some thought. The essay also demonstrates emerging ability to identify and use credible sources rather than simply producing a research “dump.” Although the essay needs more sources and more synthesis of those sources, it demonstrates the writer’s potential to manage in higher level writing classes.
- “Homelessness”: One group selected this as an example of the work produced by a writer who may have just the bare minimum skills needed to survive in future courses. The sentences generally make sense, and the writer avoided plagiarism even if he/she still uses sources poorly. The organization is weak but nonetheless demonstrates a rudimentary understanding of paragraphing.
- “Brackish Water Aquaponics”: One group selected this essay as an example of a barely passing essay that demonstrated some critical thinking and some attempt to structure the writer’s ideas. One group, however, considered the essay to have scored too high to qualify as minimally passing. The essay includes some plagiarism.

Feedback on the Rubric: There is variation in rubric interpretation; numbering system can lead to confusion We need to define the distinction between support and evidence; clarify where to place MLA documentation, source integration, choosing sources, use of sources; identify where to evaluate students’ explanations and analysis of sources Critical thinking -- there might be an attempt but where do those students fall between rating 2 (weak) and 3 (demonstrating)

8 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	0	5	0	3
CLO 2	0	5	0	3
CLO 3	0	5	0	3

**Course Alpha#: HIST 153**

1) After careful review of the research paper descriptors, the students’ papers, the rubric, and the CLO’s as stated on the webpage, the results are as follows:

- 88% of the students, who completed the assignment, passed from developing to 38 % exceeded the expectations (in other words three earned an A, two earned a B, two earned a C, and one earned a D (unacceptable) or F, as outlined in the rubric in the discipline of History, in this case Hawaii in the World I. Seven of seventeen students enrolled in the course failed to turn

in the assignment.

- In our estimation this is satisfactory in meeting the CLO expectations, however, the assignment, rubric, and instruction could be improved and clarified to align more clearly with the CLOs and PLOs.

Action Plan: The CLO's though listed on the syllabus ought to be more clearly embedded in the assignment description and in the rubric. Josh has already improved the rubric to be used for 154 Spring 2018 and 153 Fall 2018, specifically by incorporating narrative components of the CLOs as listed on the main webpage and embedded them into the rubric.

8 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	3	2	2	1
CLO 2	3	2	2	1
CLO 3	3	2	2	1

**Course Alpha#: HIST 154**

After careful review of the research paper descriptors, the students' papers, the rubric, and the CLO's as stated on the webpage, the results are as follows:

- 100% of the students, who completed the assignment and turned it in on time, passed from Developing to Proficient (70% to 95%): at 20% at "Developing," 40 % at "Acceptable," and 40% at "Proficient" (in other words four earned an A, four earned a B, and two earned a C, as outlined in the rubric in the discipline of History, in this case Hawaii in the World II. Seven of seventeen students enrolled in the course failed to turn in the assignment on time before the preparation for assessment.

In our estimation this is satisfactory in meeting the CLO expectations, however, the assignment, rubric, and instruction could be improved and clarified to align more clearly with the CLOs and PLOs.

ACTION PLAN: Clarify the assignment description to better match the CLOs and the Rubric. The next time CLOs are under revision, I think these need to be revised as well to better match the course design in general. Then the Rubric and Assignment Descriptor should also be redesigned. Instruction steps should be developed to target the three CLOs as they are written now and later revised, if they are.

10 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	4	4	2	0
CLO 2	4	4	2	0

CLO 3	4	4	2	0
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**Course Alpha#: MATH 55**

Upon discussing the course and the final exam with Gene Harada, the carpentry program instructor, the lecturer for Math 55 felt that he should provide the techniques and methods used in the carpentry program when presenting problems to students. For example, in problem #5(d) the calculation of the amount of bridging material used is not applicable to the carpentry program. The program does not use bridging, but uses blocking. Another challenge is to increase the time students spend studying and interpreting floor plans of buildings in order to create a materials list, as indicated by the students' responses to problem #5(e).

In general the material presented in this one-credit course, is applications of mathematics to carpentry that students must apply to every building project. The goal is to reinforce the ideas presented in the carpentry program.

54% of the students met or exceeded the CLO for this course. The scores reflect that 12 of the 13 students understand some of the questions in depth.

**ACTION PLAN:**

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

10 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	1	6	5	1

**Course Alpha#: MATH 76 "Closing the Loop"**

No results analysis narrative provided by instructor. No Action Plan provided by instructor.

10 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	0	1	5	4
CLO 2	0	8	1	1

**Course Alpha#: MATH 100**

The data reflected that approximately 66% of the students met or exceeded CLO #1 while 17% partially met and 17% did not meet CLO #1.

The data reflected that approximately 66% of the students met or exceeded CLO #2 while 17% partially met and 17% did not meet CLO #2.

The data reflected that approximately 66% of the students met or exceeded CLO #3 while 17%

partially met and 17% did not meet CLO #3.

**Strengths of Math 100:**

1. Since one of the required topics for this course includes problem solving, students are required to practice their critical thinking and quantitative reasoning skills to identify relevant data and analyze information, then create a strategy to successfully solve problems.
2. The topics in Math 100, which include problem solving, logic, and numeration systems, demand that students use critical thinking skills to solve applications they may face in the real world.
3. Optional topics, such as statistics, probability, and geometry are useful for students majoring in psychology, nursing and in the trade areas.

**Weaknesses:**

The problems that focused on critical thinking, such as problem #1, #3, and #6 were the problems that students had the greatest difficulties solving.

**ACTION PLAN:**

1. CLOs for Math 100 need to be updated.
2. Students should be afforded additional practice in using their critical thinking skills, such as problems that involve multiple steps to solve successfully.

77 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	31	20	13	13
CLO 2	31	20	13	13
CLO 3	31	20	13	13

**Course Alpha/#: MATH 120 “Closing the Loop”**

Results of the student responses to ten questions embedded in the final exam for Math 120 are displayed in the chart in the documents(s) attached to the digital report.

Students scored the highest as a result of solving problems #1, #5, #6 and #9. 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. Problem #6 involved vectors and problem #9 involved calculating azimuths and bearings of a quadrilateral. Students scored the lowest as a result of solving problems #2, #4, and #7. Problem #2 involved finding the area of a regular polygon, problem #4 involved an application problem using vectors, while problem #9 involved finding the area of a quadrilateral.

At least 68% of the students met or exceeded CLOs 1 through 3, which is close to the 70% success rate expected for this course.

Although students were able to successfully solve problems that connect the concepts in trigonometry to surveying, additional practice time should be provided to students to practice their surveying skills.

**STRENGTHS:** This course emphasizes how the concepts learned in mathematics, specifically trigonometry, empowers students to solve application problems that exist in real world situations, such as surveying and GPS (Global Positioning Systems). Learning trigonometric concepts helps students understand the mathematical concepts that determine the functionality of the design of survey instruments.

**CHALLENGES:** Additional time should be devoted to ask students to practice the techniques used in surveying. There needs to be a better textbook utilized for this course.

22 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	7	8	3	4
CLO 2	7	8	4	3
CLO 3	7	8	3	4

**Course Alpha/#: MATH 205**

Of the thirteen students enrolled, eleven in Hilo and two in Kona, only six students submitted the written final used for this assessment.

All students assessed met CLO 1, demonstrating the skills and calculus techniques needed to differentiate multiple types of functions. Students had to differentiate polynomial, radical, rational, and trigonometric functions, as well as products, quotients, and composites of these functions.

All students assessed were successful in finding the derivatives of polynomial functions such as the formula for the volume of a sphere:  $\frac{4}{3} \pi r^3$ , and the surface area of a sphere:  $4\pi r^2$ . The scores for this problem for which 30 points were possible were 30, 30, 30, 30, 28, and 25. The average was 28.8, which is 96.1%.

**All students assessed were successful in finding the derivative of a radical function, such as  $s(t) = \sqrt{(33+4t)}$ .**

The scores for this problem for which 20 points were possible were 20, 20,20,20,20, and 20. The average was 20, which is 100%. Since this function is a composite of two functions, the ability to differentiate composite functions using the chain rule was also demonstrated by the success of all students with this problem.

All students assessed were successful in differentiating rational functions such as the formula for average cost of manufacturing  $x$  units of an item with cost given by the function  $C(x)=2x^3-24x^2+25,000x:C(x)/x$ .

The scores for this problem were 10, 10,10,10,10, and 9. The average was 9.8, which is 98%. All students assessed were successful in finding the derivatives of trigonometric functions such as the function  $y=5 \sin(x) \tan(x)$ . The scores for this problem for which 10 points were possible were 10, 10, 10, 10,10, and 10. The average was 10, which is 100%. Since this function is the product of two trigonometric functions, the ability to differentiate products of functions using the product rule was also demonstrated by the success of all students with this problem. All students assessed met CLO 2, demonstrating the mathematical skills and calculus techniques need to integrate multiple types of functions. Students had to integrate functions such as  $f(x) =x/\sqrt{(x+7)}$  and  $f(x)=\tan^7 x \sec^2 x$ .

For the first function listed there were 20 points possible. The scores were 20, 20, 20, 20, 19, and 7. The student receiving 7 out of a possible 20 for this problem seemed to get so involved in the problem's set up that she forgot to actually complete the integration. However, she did redeem herself with respect to her ability to integrate with the other problem. The average score for this first problem on integration was 17.7, which is 88.3%, still very high considering the one anomaly.

For the second function listed there were 10 points possible. The scores were 10, 10,10,10,10, and 9. The average was 9.8, which is 98%.

All students assessed were successful in meeting CLO 3, demonstrating an ability to solve applications involving differentiation. Students had to calculate the velocity and acceleration of a particle moving along a coordinate line, given its position function. The scores for this problem for which 20 points were possible were 20, 20,20,20,20, and 20. The average was 20, which is 100%. Other applications solved by all students were minimizing average cost, for which the average score was 9.8 or 98% as previously noted, and determining how fast a balloon's radius and surface area were increasing at a given moment in time, given the rate at which the volume was increasing. There were 30 points possible. The scores were 30, 30, 30, 30, 28, and 25. The average was 28.5, which is 96.1%.

#### STRENGTHS OF COURSE:

The small enrollment was a strength as students received individual help on a daily basis. The small class size also contributed to a genuine esprit de corps. Students were consistently willing to help each other, ask questions, and present problems. The classroom was a safe environment where students were comfortable and nurtured. However, the students on the Palamanui campus did not get the same level of daily interaction with the instructor, simply due to lack of physical presence. Students at remote sites seem to be less likely to ask questions or solicit help with homework. Perhaps the presence of the camera intimidates students from speaking up, but this appears to be consistent among videoconference courses. Another factor that affects the difference in the course for students at local versus remote sites is the physical distance the

instructor must travel to visit remote sites. Due to low enrollment which is usually the case for higher level classes, it is hard to justify cancelling all other classes, with greater enrollment, that occur on the local campus when the instructor must travel to the remote site, where there are often less than three students.

The knowledge of the students was a strength. Students were adequately prepared for the course. Their knowledge of algebra, functions, and trigonometry was sufficient for their success in Math 205.

The knowledge of the instructor was a strength as this instructor had been specially trained in graduate school to teach calculus 1 and calculus 2, and was also experienced, having taught both courses at a previous four-year institution as well as in graduate school for two years. Albeit immeasurable, the passion of the instructor for the material could also be considered a strength as it kept the class at a high energy and performance level.

#### CHALLENGES OF COURSE

As noted in the previous section on course strengths, the difference in the local versus remote sites and the resulting impact on the students was the biggest challenge of the course. The lack of an instructor daily at the remote site appears to be a major factor in student success. For a course such as calculus, the daily presence of an instructor is possibly one of the most important distinctions in the ability of students not only to pass the course, but also to develop a deep comprehension of the course material.

Another challenge was getting the students to class. Attendance was not a factor in the grade for the course, and as a result, the students in Kona were often absent. Both students enrolled in Kona did not submit the final. Perhaps if daily attendance had been required this situation could have been remedied. It is hard to suggest requiring attendance without infringing on the academic freedom of individual instructors, but it must be noted that in both Kona and Hilo, a significant amount of classroom time was spent reviewing past topics that students had missed with lack of attendance. This seems an unfair situation to those students who attend regularly. A lack of qualified student tutors was a challenge for the course as there are few if any students who have already successfully passed calculus. The instructor also served as a tutor, in addition to scheduled office hours.

#### ACTION PLAN:

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

6 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	5	1	0	0

CLO 2	5	1	0	0
CLO 3	5	1	0	0

**Course Alpha/#: PHIL 100**

The number of students who merely met expectations in terms of this CLO was surprisingly high, given how literally fundamental this CLO is to a basic understanding of the discipline of philosophy. Some questions on the exam require that students state the underlying assumptions of a theory, but given that there are few explicit opportunities for students to do so, it is hard for all students exceed expectations on this particular CLO. It is a challenge, my particular exam format, to be sure that student answers are both detailed in this respect and detailed in the ways required given that students are given a maximum length of their answers. There is, in other words, too much overlap in CLOs on this artifact to allow for a high level of student performance across the board.

**Action Plan:**

1. Modify at least two exam questions to specifically address underlying assumptions and to specifically require a detailed analysis of this. Edit Remove
2. Coordinate any modifications of current exam questions to accommodate CLO 1 with modifications to other CLOs.

**CLO 1:**

Exceeded: 52.17% Number at this level: 12

Met: 26.09% Number at this level: 6

Partially Met: 13.04% Number at this level: 3

Not Met: 8.7% Number at this level: 2

**Course Alpha/#: SPCO 251**

100% of student artifacts met or exceeded the 75% threshold on this half of the summative assignment. Three students scores met the expectation and eleven exceeded the expectation. The adjustment of the assignment from an oppositional forensic debate to a cooperative argumentative debate allowed students to collaborate effectively in preparation for the semi-impromptu nature of debate speech. Taking away pro vs con allowed students to help each other explore their issue, raising the achievement level of the response sides of the assignment. This resulted in issues being explored and explained at greater depth and breadth, since the pressure of 'winning' and 'losing' was greatly reduced. Relative to CLO 1, this meant that issue evaluation was more successful overall.

**ACTION PLAN:**

1. Revise syllabus if necessary.

14 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	11	3	0	0
CLO 2	12	2	0	0

**Course Alpha/#: ZOOL 101**

CLO 1: All 7 students answered all 4 questions correctly resulting in 100% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

CLO 2: All 7 students answered all 4 questions correctly resulting in 100% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

CLO 3: Six of the students answered all 4 questions correctly resulting in 85.7% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. One student answered 3 of the 4 questions correctly resulting in a 14.3 % of the students "meeting" the expectations. There were no students who "did not meet expectations". The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

CLO 4: Five of the seven students answered all 4 questions correctly resulting in 71.4% of the students "exceeding" the expectations that the students would correctly answer 75% or more of the questions. Two students or 28.6% only answered 2 of the 4 questions correctly, "partially meeting" the expectations. In summary, 71.4% of the seven students met or exceeded expectations when 75% of the students was predicted. This result is close but slightly below expectations. A larger sample size might narrow or widen the difference between meeting the expectations of 75% of the students meeting or exceeding expectations of correctly answering 75% of the questions correctly.

CLO 5: Six of the students answered all 4 questions correctly resulting in 85.7% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. One student answered 3 of the 4 questions correctly resulting in a 14.3 % of the students "meeting" the expectations. There were no students who "did not meet expectations". The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

CLO 6: Six of the students answered all 4 questions correctly resulting in 85.7% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. One student answered 3 of the 4 questions correctly resulting in a 14.3 % of the students "meeting" the expectations. There were no students who "did not meet expectations". The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

7 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	7	0	0	0
CLO 2	7	0	0	0
CLO 3	6	1	0	0
CLO 4	5	0	2	0
CLO 5	6	1	0	0
CLO 6	6	1	0	0

**Course Alpha/#: ZOOL 101L**

CLO 1: All 5 students answered all 4 questions correctly resulting in 100% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

CLO 2: All 5 students answered all 4 questions correctly resulting in 100% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

CLO 3: Four of the 5 students answered all 4 questions correctly resulting in 80% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions correctly. One student only answered 1 of the 4 questions correctly resulting in 20% of the students answering only 25% of the questions correctly and not meeting the expectation that students would answer 75% of the questions correctly. A larger sample size would help illuminate whether this was one student who got confused on the question or whether there was a learning deficit within the course for 20% of the students.

CLO 4: All 5 students answered all 4 questions correctly resulting in 100% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

CLO 5: Three of the 5 students answered all 4 questions correctly resulting in 60% of the students "exceeding" the expectations that the students would correctly answer 75% of the questions correctly. Two of the 5 students answered 3 of the 4 questions correctly resulting 40% of the students "meeting" the expectations that the students would correctly answer 75% of the questions correctly. Therefore, 100% of the students met, or exceeded, the expectations that 75% of the students would correctly answer 75% of the questions correctly.

CLO 6: Four of the students answered all 4 questions correctly resulting in 80% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the

questions. One student answered 3 of the 4 questions correctly resulting in a 20% of the students "meeting" the expectations. All five students or 100% of the students met or exceeded the expectations that 75% of the students would correctly answer 75% of the questions. There were no students who "did not meet expectations". The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

CLO 7: All 5 students answered all 4 questions correctly resulting in 100% of the students "exceeding" the expectations that 75% of the students would correctly answer 75% of the questions. The strength of the course enabled the students to understand and use this CLO to correctly answer the questions.

**ACTION PLAN:**

1. The next time this course is taught, a similar procedure will be used but additional and/or new examples and exercises will be used to stimulate interest and learning.

5 Students	Exceeded	Met	Partially Met	Not Met
CLO 1	5	0	0	0
CLO 2	5	0	0	0
CLO 3	4	0	0	1
CLO 4	5	0	0	0
CLO 5	3	2	0	0
CLO 6	4	1	0	0
CL 7	5	0	0	0

**Other Comments**

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

Some faculty are behind uploading assessment documents to our Campus Labs system, which is why there is missing assessment information above compared to the online Master Assessment Schedule. Further trainings have been scheduled to remedy this for next year.

PLO 4 Assessment scheduled for completion by May 2019.

**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.

N/A

### Next Steps – ASSESSMENT ACTION PLAN for AY18-19

**Describe the program's intended next steps to improve student learning, based on the program's overall AY 17-18 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

A general focus on AVID to improve teaching and learning has been implemented and will continue throughout this AY. Some other tactics that came out of this year's assessments were the need to provide adequate support to student to help increase attendance and motivation. Teachers will be looking for new and better textbooks and other OER materials to support the Textbook Cost: \$0 initiative. Math will be recruiting tutors from UHH, and instructors are looking at ways to require additional practice or lab time to give students more time with the material. Other instructors will be updating their syllabi, activities, field trips, and making other changes to improve the quality of their courses.

#### **Courses up for assessment in 18-19:**

- ART 113, CTL
- ASAN 120
- ASAN 121,CTL
- ASTR 110
- BIOC 141
- BIOL 100, CTL
- BIOL 100L, CTL
- BIOL 101, CTL
- BIOL 101L, CTL
- BIOL 141
- BIOL 141L
- BIOL 171
- BIOL 171L
- BOT 105
- BOT 130, CTL
- BOT 130L, CTL
- ECON 130
- ECON 131

- ENG 21
- ENG 102
- ESL 22G
- HIST 151
- HIST 152
- MATH 135, CTL
- MATH 140, CTL
- MATH 241, CTL
- MATH 242
- PHYS 105
- PSY 213
- PSY 251
- SCI 124
- SCI 124L
- WS 175
- WS 176
- ZOOL 101, CTL
- ZOOL 101L, CTL

#### **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.**