

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I

HAWAI'I
COMMUNITY COLLEGE



July 1, 2021 through June 30, 2022

Liberal Arts

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1. Program or Unit Description

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).

2. Analysis of the Program

[UHCC Annual Report of Program Data \(VARPD\)](#)

According to the ARPD data, the overall health of the Liberal Arts A.A. program at Hawai'i Community College is *Progressing*, which is the same as last year. The Demand, Efficiency, and Effectiveness Indicators are rated the same: *Needs Attention*, *Healthy*, and *Progressing*, respectively.

OVERALL HEALTH	<i>Progressing</i>		
INDICATOR	Demand	Efficiency	Effectiveness
2021	<i>Needs Attention</i>	<i>Healthy</i>	<i>Progressing</i>
2022	<i>Needs Attention</i>	<i>Healthy</i>	<i>Progressing</i>

Though 14 data items are presented, the Health Indicator under the Demand category is determined solely by one item, #2 Percent Change Majors from Prior Year. Thus, because our majors have dropped year after year in line with enrollment, our health in this area is judged as *Needs Attention*. (Only items marked with a red asterisk * are used in the Rubric to determine Health Indicator.) However, it is important to look at the other data items in this category to determine how other items may influence item #2 above and how we are adjusting our offerings in response to it.

AA Liberal Arts

Under Demand, the number of majors decreased over the previous year by 15% from 824 to 702, a continued drop over the year before that (-8%). The number of Native Hawaiian majors also decreased, by about 13%. The decrease in full-time students and the increase in part-time students has grown consistently in both fall and spring for several years. As would be expected, SSH has decreased considerably for both majors (-16.7%) and non-majors (-12.5%). The total number of classes taught dropped from 324 to 288 (-11%), largely due to lower enrollment. The loss in faculty positions has also affected our ability to offer PSY and SOC courses. The loss of some lecturers has limited our offerings in other subjects as well.

The SSH for Program Majors in Program Classes has increased or decreased following enrollment, but the SSH for Non-Majors in Programs Classes has continuously decreased, regardless of enrollment. The biggest jump as can be seen in the bottom right hand corner of the table below was for the 2019-20 academic year when electives were strictly limited to control the number of low enrolled courses. Of concern is that the percentage decrease in SSH for program majors seems to be higher than the percentage decrease in majors.

	Number of Majors	%	SSH Program Majors in Program Classes	%	SSH Non-Majors in Program Classes	%
2021-22	702	-15%	8,944	-16.8%	5,922	-12.6%
2020-21	824	-8%	10,744	-13.2%	6,771	-6.9%
2019-20	897	+9%	12,380	+6.1%	7,272	-17.4%

This leads us to ask several questions: *Are we offering the right classes? Are we offering enough sections of the courses students need/want? Are we offering classes at the times that students are available? What schedule conflicts are they experiencing with other classes? Are we offering classes in the modalities that students most need and desire?* It is an ongoing puzzle game to work out the answers to these questions and make appropriate changes to our schedule of course offerings.

Average class size stayed about the same as did the fill rate. We are down 10 faculty members since 2019-20, which has put a huge strain on our ability to carry out day-to-day operations. We expect to lose several more in AY 2022-23. Majors to FTE BOR Appointed Faculty is up to 30 and expected to rise. Cost per SSH has gone down significantly, from \$9 to \$4. The number of low enrolled classes (<10 students) decreased to 28 (-26%). All these factors contributed to the *healthy* rating for the Efficiency Indicators category, although only #9* Fill Rate and #11* Majors to FTE BOR Appointed Faculty are used to calculate the rating.

AA Liberal Arts

Our Effectiveness indicators put our health for this category as *progressing* again this year. The number of students successfully completing had been on a gradual increase since 2017-18, peaking at 75% in 2019-20. We are back to 72% completion in 2021-22. The number of withdrawals is down slightly from 412 to 397 (-3.6%). This is to be expected since enrollment is down. Still, we are at a six-year low in the number of withdrawals.

Withdrawals (Grade = W)					
2017	2018	2019	2020	2021	2022
666	604	477	519	412	397

Persistence Fall to Spring (62%) and Persistence Fall to Fall (38%) are both down, 12 and 10 percentage points respectively. Not only are we taking in fewer students, they are also less successful. Retention efforts must be at the forefront going forward. Unduplicated Degrees/Certificates Awarded Prior Fiscal Year are down from 185 to 170 (-8%). Transfers to UH 4-yr are down from 161 to 140. While transfers with a degree from a program are down from 76 to 59, transfers without a degree from a program remained steady (85 to 81). This tells us that students who obtain a degree are either going on to another path, or they are transferring to non-UH universities.

Students who transfer to UH institutions before they graduate may have been able to make use of pinning, transfer advising through DSA, and MOAs with UH Hilo. (Items in **bold** in the table below show the MOAs that are in place with UHH.) Looking at our transfer information at data.hawaii.edu, we see that transfers vary by institution with UH Hilo being our primary transfer institution. As the table below shows, transfers to UHM were up one student, while transfers to UHH were down by six students, and UHWO stayed the same.

Psychology remains at the top of the transfer list to UHH, though it has dropped from a high of 15 in 2019 down to eight (previous high was 17 students in 2014). Interestingly, as can be seen in the table below, none of the psychology majors at UHH were psychology majors at Hawai'i CC. *What was their major? Why aren't more students choosing the liberal arts psychology concentration?* Two Administration of Justice students at HawCC transferred to UHH, and, presumably, these students are the two AJ majors at UHH. We don't know, however, if these were AS-AJ students or AA-LBRT-AJ concentration students at HawCC; *Is there a way to find out using the data sources available to us?* Only one sociology major at HawCC transferred to UHH in 2022, and we assume this student is one of the two students who chose the sociology major at UHH.

TRANSFERS	UH Mānoa	UH Hilo	UH West O'ahu
Total # of transfers	11	29	6
# of LBRT transfers	8	23	6

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# +/- over last year	+1	-6	0
Major at Hawai'i CC before transfer	Liberal Arts, 8 Hawaiian Studies, 1 Natural Science, 1 Nursing, 1 Undeclared, 1	Liberal Arts, 23 Administration of Justice , 2 Natural Science, 2 Unclassified, 2 Communication, 1 Early Childhood Education, 1 Exploratory Health Sciences, 1 Fire Science, 1 Marketing, 1 Sociology, 1	Liberal Arts, 6
Major after transfer	Pre-Psych, 2 Interdisciplinary Studies, 2 Social Work, 2 Creative Media, 1 Elem. Education, 1 Pre-Social Work, 1 Nursing, 1 Pre-Engineering, 1	Psychology, 8 (+4) Exploratory Health Sciences, 6 Biology, 3 Communications, 3 Computer Science, 3 Admin of Justice , 2 Business Admin, 2 Political Science, 2 Sociology , 2 (-4) Accounting, 1	Bus Administration Management, 1 Bus Administration Marketing, 1 English, 1 Hawn Indig Health & Healing, 1 Public Administration Health Care, 1 Public Administration Justice Adm, 1

We need to do research on the liberal arts concentrations (Administration of Justice, Art, History, Psychology, and Sociology) to answer the questions in italics above and to evaluate the strength of and need for these concentrations. This appears as one of our action items below. What is clear is that students with liberal arts majors are transferring at lower and lower numbers to UHH, down 50% since 2018, while transfers to UHM and UHWO have increased; high percentages, but the actual numbers are small. Distance education made this possible for those who don't want to leave the island.

	UH Mānoa	UH Hilo	UH West O'ahu
Spring 2022	8	23	6
Spring 2021	6	32	2

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Spring 2020	4	39	3
Spring 2019	1	43	1
Spring 2018	2	46	3
% +/- 2018 to 2022	+75%	-50%	+50%

Distance education indicators show that the number of courses peaked at an all-time high of 267 online courses in 2021. This is due to COVID-19 and the requirement that we move to online instruction. In 2022, though the UH System wanted to see a return to in-person classes, many were not ready to return to face-to-face instruction even after the worst of the pandemic seemed to be behind us. There was simply too much fear of the unknown, and many students found that online education fit their home and work responsibilities better than in-person learning. To add to the reluctance to return to campus, rising gas prices and overall inflation have made it difficult for students to continue their education. Thus, DE courses dropped only to 239 in 2022 despite efforts to encourage face-to-face enrollment. In line with the UH System requirement, we tried to schedule F2F classes, and many had to be canceled due to low enrollment.

The fill rate of DE courses dropped slightly over the previous year as did the average number of students per class (see table below). Successful completion also dropped. Taken together, this may be an indication that students are tiring of distance learning. Some choose this modality for financial or convenience reasons even though it may not be their preferred mode of study, or we may not offer the courses they need in-person yet. We continue to push for in-person instruction while balancing the need for adequate enrollment. In some cases, instructors have opted to add synchronous or asynchronous sections to their in-person classes to avoid having the class cut for low enrollment and to meet the widest variety of student preferences for learning. When we jumped from 57 DE classes in 2020 to 267 in 2021, DE withdrawals increased from 10% to 15%. In 2022, with 239 DE classes, withdrawals dropped to 12.8%, which may indicate that some students are going back to in-person learning and/or students are becoming better online learners. The students starting in 2022 were the first round of high schoolers coming to college after experiencing fully online learning at the secondary level. Perhaps they were better prepared than previous students.

	Fill Rate	Average # Students Per Class	Successful Completion	Withdrawal %
2022	81%	19.4	70%	12.8%
2021	82%	20.1	74%	15%
2020	84%	21.9	74%	10.5%

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Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

The AA-LBRT degrees with concentrations in Administration of Justice (AJ), Art (ART), History (HIST), Psychology (PSY), and Sociology (SOC) made no program updates in 2022, though individual courses within this major and its concentrations did have updates:

- Geo 170; HwSt 100, 103, 270; Micr 130, 140L; SSci 111; WS 151

A new Sustainability Academic Subject Certificate (ASC-LBRT-SUSI) began in fall 2021. Five courses received the S-Sustainability Designation in AY 2021-22:

Course	Title	Instructor(s)	Disciplinary Area
AG 175	Agroforestry	Scheffler P	NAT SCI
AG 175L	Agroforestry Lab	Scheffler P	NAT SCI
BIOL 124	Environment & Ecology	ALL (Course-Level)	NAT SCI
CHEM 100	Chemistry & Society	MacLennan A	NAT SCI
CHEM 100	Chemistry & Society	Weeks D	NAT SCI

A previous item under our action plan was to complete outstanding 20% reviews to get back on schedule by the end of 2020. We were successful that year, completing course updates or 20% review for 96 courses. Additional 20% course reviews were due in AY20-21 for the following courses. Those in italics were not completed; those in bold were:

- | | |
|--------------------|-------------------|
| • <i>ANTH 235</i> | • <i>IS 101</i> |
| • <i>ART 101</i> | • <i>IS 100V</i> |
| • <i>BIOL 171</i> | • <i>JPNS 101</i> |
| • <i>BIOL 172</i> | • <i>JPNS 102</i> |
| • <i>BIOL 172L</i> | • POLS 110 |
| • <i>CHEM 100L</i> | • <i>PSY 214</i> |
| • <i>DNCE 195</i> | • <i>PSY 214W</i> |
| • <i>DNCE 256</i> | • <i>PSY 251</i> |
| • <i>DNCE 285</i> | • <i>PSY 260</i> |
| • ECED 105 | • PSY 270 |
| • ECED 110 | • <i>SOC 200</i> |
| • <i>GEO 101</i> | • SOC 218 |
| • <i>HSER 130</i> | • SOC 251 |
| • <i>HSER 131</i> | • SOC 265 |

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- *SOC 289*
- *SOC 290*
- *SSCI 160*
- *SSCI 241*
- **SSCI 250**
- *SUBS 130**
- *SUBS 131**
- *SUBS 132**
- *SUBS 140**
- *SUBS 141**
- **SUBS 197**
- *SUBS 230**
- *SUBS 245**
- *SUBS 248**
- *SUBS 262**
- *SUBS 268**
- *SUBS 270**
- *SUBS 275**
- *SUBS 280**
- *SUBS 294**
- *SUBS 295**
- **WS 151**
- **WS 175**
- **WS 176**
- *ZOOL 101*
- *ZOOL 101L*

**The Substance Abuse Counseling program was stopped out. We no longer have a faculty member for this program.*

This is an area of department management with which the Liberal Arts Division has struggled for some time due to lack of good, consistent record-keeping. This appears as one of our action items below.

Action Items Review

Item #1 under the last APR's action items in 2020 (additional action items were added to last year's CPR) was to improve the quality of online teaching and learning. Our goal was to have 100% compliance with departmental requirements for teaching online courses. We expect that 100% of faculty and lecturers will have completed some form of DE training by the end of 2022 if they are teaching online, synchronously or asynchronously. We did not accomplish this goal. It became apparent that nothing less than a mandate from the Vice Chancellor of Academic Affairs' level would spur remaining faculty to receive the training. That has now been put into place, and we expect that by the end of AY 2022-23, all faculty will be following the requirements.

Item #2 under the last APR's action items was to reevaluate offerings due to Covid-19 and make use of Cares funding while judiciously managing our budget. We planned to continue to evaluate course offerings and, wherever possible, use CARES funding to maintain quality and support for students and instructors. We planned to carefully manage budgets to eliminate overspending while providing for the needs of good teaching and learning. CARES funding was followed by HEERF funding, and though the allocation and spending process was at first complicated and slow, much progress has been made to purchase materials, software, and equipment that would benefit faculty, staff, and students. Departmental budgets remain an area of concern, not because of overspending but because we are in the middle of devising a new budget allocation process.

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Item #3 under the last APR's action items was to continue to advocate for positions that have been swept and those recently vacated by full-time faculty. The Liberal Arts Program lost a number of faculty members in 2020 and 2021:

- Faculty, Mathematics (#86378)
- Faculty, Physical Sciences (#82851)
- Faculty, Psychology (#84126)
- Faculty, Psychology (#86696)
- Faculty, Sociology (#82521)
- Faculty, Speech (#86691)

In AY 2021-22, we hired* or began the hiring process^ for:

- Faculty, Mathematics (#86378)*
- Faculty, Psychology (#84126)^
- Faculty, Speech (#86691)^

In late summer 2022, we received approval to hire:

- Faculty, Physical Sciences (#82851)

The following positions were denied at the UH System level after submitting Critical-to-fill forms:

- Faculty, Psychology (#86696)
- Faculty, Sociology (#82521)

3. Program Student Learning Outcomes or Unit/Service Outcomes

The Liberal Arts Program Learning Outcomes have not changed. They are (with ILO alignments in parentheses):

1. Communicate Effectively - Speak and write to communicate information and ideas in academic settings. (ILO #1)
2. Think Critically - Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and make informed decisions. (ILO #2, #3, #4, #5)
3. Reason Quantitatively - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems. (ILO #6)

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4. Apply Areas of Knowledge - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences and humanities. (ILO #7)
5. Engage as Global Citizens - Demonstrate awareness of the relationship between self, community and the environment, respecting cultural diversity and an understanding of ethical behavior. (ILO #8, #9, #10)

In 2021-22, all five program student learning outcomes were assessed.

<p>LBRT_PLO1</p> <h3>LBRT PLO1 Edit</h3> <p>LBRT PLO1: Communicate Effectively - Speak and write to communicate information and ideas in academic settings.</p>	<table border="0"> <tr> <td>Exceeded</td> <td></td> <td>31.85%</td> <td>157</td> </tr> <tr> <td>Met</td> <td></td> <td>40.97%</td> <td>202</td> </tr> <tr> <td>Partially Met</td> <td></td> <td>19.47%</td> <td>96</td> </tr> <tr> <td>Not Met</td> <td></td> <td>7.71%</td> <td>38</td> </tr> </table>	Exceeded		31.85%	157	Met		40.97%	202	Partially Met		19.47%	96	Not Met		7.71%	38
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Not Met		7.71%	38														
<p>LBRT_PLO2</p> <h3>LBRT PLO2 Edit</h3> <p>LBRT PLO2: Think Critically - Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and make informed decisions.</p>	<table border="0"> <tr> <td>Exceeded</td> <td></td> <td>38.23%</td> <td>476</td> </tr> <tr> <td>Met</td> <td></td> <td>35.5%</td> <td>442</td> </tr> <tr> <td>Partially Met</td> <td></td> <td>17.99%</td> <td>224</td> </tr> <tr> <td>Not Met</td> <td></td> <td>8.27%</td> <td>103</td> </tr> </table>	Exceeded		38.23%	476	Met		35.5%	442	Partially Met		17.99%	224	Not Met		8.27%	103
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<p>LBRT_PLO3</p> <h3>LBRT PLO3 Edit</h3> <p>LBRT PLO3: Reason Quantitatively - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems.</p>	<table border="0"> <tr> <td>Exceeded</td> <td></td> <td>53.7%</td> <td>87</td> </tr> <tr> <td>Met</td> <td></td> <td>20.99%</td> <td>34</td> </tr> <tr> <td>Partially Met</td> <td></td> <td>14.81%</td> <td>24</td> </tr> <tr> <td>Not Met</td> <td></td> <td>10.49%</td> <td>17</td> </tr> </table>	Exceeded		53.7%	87	Met		20.99%	34	Partially Met		14.81%	24	Not Met		10.49%	17
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Partially Met		14.81%	24														
Not Met		10.49%	17														
<p>LBRT_PLO4</p> <h3>LBRT PLO4 Edit</h3> <p>LBRT PLO4: Apply Areas of Knowledge - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.</p>	<table border="0"> <tr> <td>Exceeded</td> <td></td> <td>48.35%</td> <td>322</td> </tr> <tr> <td>Met</td> <td></td> <td>31.53%</td> <td>210</td> </tr> <tr> <td>Partially Met</td> <td></td> <td>13.66%</td> <td>91</td> </tr> <tr> <td>Not Met</td> <td></td> <td>6.46%</td> <td>43</td> </tr> </table>	Exceeded		48.35%	322	Met		31.53%	210	Partially Met		13.66%	91	Not Met		6.46%	43
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<p>LBRT_PLO5</p> <h3>LBRT PLO5 Edit</h3> <p>LBRT PLO5: Engage as Global Citizens - Demonstrate awareness of the relationship between self, community, environment, respecting cultural diversity and an understanding of ethical behavior.</p>	<table border="0"> <tr> <td>Exceeded</td> <td></td> <td>39.71%</td> <td>54</td> </tr> <tr> <td>Met</td> <td></td> <td>42.65%</td> <td>58</td> </tr> <tr> <td>Partially Met</td> <td></td> <td>14.71%</td> <td>20</td> </tr> <tr> <td>Not Met</td> <td></td> <td>2.94%</td> <td>4</td> </tr> </table>	Exceeded		39.71%	54	Met		42.65%	58	Partially Met		14.71%	20	Not Met		2.94%	4
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Partially Met		14.71%	20														
Not Met		2.94%	4														

Assessment results:

LBRT PLO1 - Communicate Effectively was assessed in Fall 21 and Spring 22 through the following courses:

LBRT PLO1 (292 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
Bot 101	CTL Quiz	CLO2	70/20 (90%)	Continue using photos with labels and assigning homework questions that are specifically related to this CLO
		CLO4	80/20 (100%)	Hawaiian and local examples will continue to be used when covering ecology and socio-economic importance of plants. Actual examples will also be brought in when appropriate so that students can become more familiar with the species and their products.
Bot 101L	CTL Apply Scientific Method	CLO1	29/43 (72%)	More time will be spent on applying the scientific method to solve practical methods and an additional lab that incorporates this will be developed. These results are similar to the initial assessment in 2017 where it was also recommended to include more examples of the scientific method in the lab.
Eng 20	Initial Final Paper	CLO7	57/0 (57%)	Review and revise CLOs to ensure that they are measurable. Revise the rubric so that it establishes a realistic benchmark for students placing two levels below English 100. Assign a more appropriate summative assignment that more closely aligns with the objectives of the course.
		CLO9		
ESL 22W	Initial Final Course Essay	CLO1	22/67 (89%)	Revise CLO1 such that it only assesses pre-writing skills. The revision shall read, "Apply the writing process". The effectiveness of overall essay writing should be moved to CLO2
		CLO4	11/33 (44%)	Based on the discussion of CLO2, CLO4 will be revised to read, "Apply rhetorical modes to construct polished cause/effect, comparison/contrast, problem/solution, and persuasive essays."

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LBRT PLO1 (292 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
Eng 255	Initial Complete Class Set of Essays	CLO1	10/50 (60%)	Provide more in-class time for discussion of assigned texts. Provide more practice with lower-stake assignments to help students better prepare and understand how to write a comparative analysis essay. Further emphasize analysis writing in English 100 and literary concepts in English 102.
		CLO2		
Eng 256W	Initial	CLO2	14/71 (85%)	For assessment: Improve rubric descriptors to better align with Course Learning Outcomes, especially in the area of literary analysis. Consider, for example, combining introduction and conclusion with organization and cohesion for CLO2, then creating new categories for the discipline-specific skills in developing and supporting an argument about literature. For instruction: To improve noted weaknesses in introductions and other structural elements, the instructor will add additional low-stakes practice opportunities. Particularly in asynchronous classes, one-on-one draft conferences are recommended for building students' confidence in discussing literature as well as reinforcing general writing skills.

LBRT PLO2 (720 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
Bot 101	CTL Quiz	CLO1	44/22 (66%)	
		CLO3	50/50 (100%)	Continue using labeled photographs and diagrams of the taxa covered in class along with bringing in actual examples to the lecture for demonstration. In addition, take more photographs using a microscope to provide more anatomical details.

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LBRT PLO2 (720 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
				Plan to continue using slides of the different groups in lecture and assigning homework questions related to this CLO. Expand on the classroom herbarium to have hard copy specimens available.
		CLO4	80/20 (100%)	Hawaiian and local examples will continue to be used when covering ecology and socio-economic importance of plants. Actual examples will also be brought in when appropriate so that students can become more familiar with the species and their products.
Bot 101L	CTL Applying the Scientific Method	CLO1	43/29 (72%)	More time will be spent on applying the scientific method to solve practical methods and an additional lab that incorporates this will be developed. These results are similar to the initial assessment in 2017 where it was also recommended to include more examples of the scientific method in the lab.
Bot 101L <i>(Continued)</i>		CLO3	57/14 (71%)	These results are similar to the initial assessment where it had been recommended to bring in live specimens when possible and to go on field trips to provide students with recognition in natural habitats. It is planned to continue to do this and also to collect more visual material to post on Laulima for out of lab access.
		CLO4	43/43 (86%)	Plan to continue bringing in fresh specimens of economically important plants and take students on field trips as it seems to help them with learning the material. This is very similar to the results of the initial assessment.
Chem 100	Initial Final Exam	CLO3	53/18 (71%)	Place more emphasis on the Scientific Method - there was a hypothesis exercise which could be emphasized more and included in the assessment of this CLO.
		CLO4	47/18 (65%)	Place more emphasis on more students attaining this objective. Perhaps add more mole/mass conversion exercises.
		CLO5	53/21 (74%)	Adding more practice with balancing equations and Lewis diagrams could improve performance on this CLO.

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LBRT PLO2 (720 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
Chem 100L	Initial Lab participation and report summaries	CLO1	40/50 (90%)	With larger classes, it may be difficult for everyone to have adequate time and access to equipment to practice these skills. Assure that there is ample redundancy in key equipment so students in larger lab classes all have plenty of opportunity for practice.
		CLO2	40/50 (90%)	We are writing an OER lab manual, but it will not be available until Fall 2022.
Eng 102	CTL Annotated Bibliography	CLO1	57/0 (57%)	<p>Pedagogical questions raised in this discussion should be continued in the department (e.g., how and when do we teach research skills, in-text citation, critical reading, source evaluation, inquiry development, and other elements in ENG 102 and/or ENG 100?; what are we striving toward in terms of student research skills in a 100-level course? at what level do we teach foundational organizational skills required for successful research writing?);</p> <p>For the next assessment cycle, the department should explore the idea of developing a shared ENG 102 assignment or capstone (and/or asking instructors to show how their individual summative assignments align to the CLOs); to better understand students' skills in critical reading and evaluating sources, we might consider assigning/assessing tasks that require students to "show their work" or give rationales for their choices and strategies;</p> <p>Given the particular challenges for retention of students in the corequisite ENG 21, the department should conduct a separate assessment of ENG 21 students that measures the ENG 21-specific outcomes. While same-semester ENG 102 completion remains the goal of the ALP corequisite model, more information is needed on where students are struggling in ENG 21 and how to improve their success rates.</p>
		CLO2	52/0 (52%)	
		CLO3	43/4 (47%)	
		CLO4	65/4 (69%)	
Eng 20	Initial Final Paper	CLO1	57/0 (57%)	Revise the rubric so that it establishes a realistic benchmark for students placing two levels below English 100.
		CLO2	71/0 (71%)	Review and revise CLOs to ensure that they are

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LBRT PLO2 (720 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
		CLO3	71/0 (71%)	measurable. Assign a more appropriate summative assignment that more closely aligns with the objectives of the course.
		CLO4	71/0 (71%)	
		CLO5	57/0 (57%)	
		CLO6	57/0 (57%)	
		CLO8	57/0 (57%)	
Eng 255	Initial Complete Class Set of Essays	CLO1	50/9 (59%)	Provide more in-class time for discussion of assigned texts. Provide more practice with lower-stake assignments to help students better prepare and understand how to write a comparative analysis essay. Further emphasize analysis writing in English 100 and literary concepts in English 102.
		CLO2	50/10 (60%)	
Eng 256W		CLO1	57/14 (71%)	<i>See Eng 256W, page 9-10.</i>
ESL 22W	Initial Final Essay	CLO2	33/11 (44%)	Better scaffold the instruction of supporting details and the development of ideas, the curriculum will be adjusted to begin with the problem/solution essay, which generally is an easier essay to construct. Based on discussion of CLO 1, CLO 2 should be revised to state, " Apply appropriate grammatical structures and critically develop thesis statements and relevant supporting details to compose clear, well organized, and effective essays."
		CLO3	33/11 (44%)	Based on discussion results, CLO 3 will be revised to include source integration and shall read, "Evaluate research sources, synthesize findings, and accurately integrate them in an essay;". Based on discussion results, the rubric will be revised to assess the integration of sources in addition to the evaluation.
Math 103	CTL	CLO3	41/24	Analyze the work of the other 27% of students to

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LBRT PLO2 (720 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
	Final Exam		(65%)	study the areas that they were struggling with and implement strategies for improved results. Will allot more time towards this CLO in the syllabus, creating more effective worksheets and teaching strategies.
Math 115	CTL Test	CLO1	5/68 (73%)	Continue to emphasize interpretation and fundamentals for understanding statistical data and information. Continue to use local and relevant data for applications.
		CLO2	23/59 (82%)	
		CLO3	32/55 (87%)	
Math 135	CTL Test	CLO1	19/81 (100%)	Advise students to seek support and peer groups.
		CLO2	0/71 (71%)	
		CLO3	0/86 (86%)	
Math 140	CTL Test	CLO1	25/58 (83%)	Seek out more accessible technology. Consider creating class accounts on Desmos and WolframAlpha.
		CLO2	33/25 (78%)	
		CLO3	25/58 (83%)	
		CLO4	33/25 (78%)	
		CLO5	0/42 (42%)	
		CLO6	42/33 (75%)	
Math 241	CTL Test	CLO3	14/21 (35%)	Present new concepts through application rather than algorithmic.

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LBRT PLO2 (720 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
				Focus on application throughout the semester
Micr 130	CTL Final Exam	CLO1	19/46 (65%)	<p>Revise CLOs through FastTrack in Kualii</p> <p>Put all questions to be used for assessment at the beginning of the Final Exam instead of spread throughout and at the end to ensure all students answer the questions</p> <p>Incorporate more complex questions (Bloom's Level 2-3) on the homework and assignments so that students can practice with them before being formally assessed</p> <p>Make alignment adjustments to lectures so that each content piece is revisited near the end of the term so that it is fresh in student's mind for assessment</p> <p>Consider doing a paper or project to assess some of the CLOs so that students that are creators (and not good at multiple choice format) can shine too</p> <p>Offer more assignments aligned with the content being assessed for each CLO, this will improve student confidence and hopefully performance on assessments.</p>
		CLO3	46/35 (81%)	
Micr 140L	CTL Lab Report	CLO1	12/85 (97%)	<p>Ensure that both campuses (Pāalamanui and Manono) have the same bacteria cultures and media to work with so that student results are consistent across all sections.</p> <p>For artifacts that scored below expectations on CLO1 (5.88% or 2 out of 34) & CLO5 (5.88%) we will make sure to build in more time to go over the assignment handout (attached) in more detail and create a more scaffolded approach (a rough draft for example) throughout the semester so that the students have a better understanding of what is expected of them.</p> <p>Revise CLOs to accurately reflect material being taught and to better align with the courses taught at other UH campuses.</p>
		CLO2	0/97 (97%)	
		CLO3	0/100 (100%)	
Math 242	CTL Test	CLO1	17/67 (84%)	Continue to use applications to focus on conceptual learning. Reiterate standard calculus techniques.
		CLO2	0/83 (83%)	
		CLO3	17/67 (84%)	

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LBRT PLO2 (720 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
		CLO4	0/83 (83%)	
Phyl 142	CTL Exam	CLO1	37/47 (84%)	Develop a placement test to register for this class, or set up a pre-req to make sure that students are prepared and have basic background. Focus on the development and support of students' time management and study skills by incorporating AVID strategies as well as refer to the Learning Center to provide more support. From F-22 going forward, implement new CLOs.
		CLO2	37/44 (81%)	
		CLO4	37/49 (86%)	
		CLO6	37/49 (86%)	
Soc 100	CTL Current Events Response Paper	CLO2	43/21 (64%)	<p>This was our first assessment using reformulated CLOs, and our first time using a new assessment assignment. We will continue with the new assessment assignment, with slight changes, and use it to target strengths and weaknesses in instruction and curriculum.</p> <p>Faculty should continue to gear the course toward relevant topical content, and the curriculum should remain flexible to accommodate updates and innovative instruction.</p> <p>Faculty will use their own list of which news and magazine articles students can select to write about, and provide students with a tailored list of theories and concepts suitable for analysis. This will allow us the flexibility to keep the course relevant and topical and help us to discover instructional innovations and improvements.</p> <p>For the next assessment, the same prompt should be used with the addition of detailed instructions showing students how to structure their papers. Based on experience with other classes, we believe this will improve the quality of students' writing and analysis and help graders pinpoint flaws we can address to improve course content.</p>
SSci 111	Initial Indiv. Presenta- tion	CLO2	18/35 (53%)	<p>Focus on depth of discussion rather than breadth of discussion around solutions in order to make sure that students better understand how the theoretical models apply to individual strategies.</p> <p>Explicitly model the application of theoretical models to individual strategies multiple times throughout the</p>

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LBRT PLO2 (720 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
				<p style="text-align: center;">semester</p> <p>Increase low-stakes formative assessments (e.g. polls, quizzes and games) throughout the semester order to assess students' progress towards achieving the CLO's.</p> <p>Provide exemplars from previous semesters (with student permission)</p> <p>Scaffold final project presentation into multiple small assignments over the course of the semester in order to better monitor student progress and learning.</p>

LBRT PLO3 (162 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
Math 115	CTL Test	CLO1	5/68 (73%)	See above, page 13.
		CLO2	23/59 (82%)	
		CLO3	32/55 (87%)	
Math 140	CTL Test	CLO1	25/58 (83%)	See above, page 13.
		CLO2	33/25 (78%)	
		CLO3	25/58 (83%)	
		CLO4	33/25 (78%)	
		CLO5	0/42 (42%)	

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LBRT PLO3 (162 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
		CLO6	42/33 (75%)	

LBRT PLO4 (511 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
Anth 200	CTL Writing Assignment	CLO1	22/50 (77%)	<p>Revise the rubric so that each criteria more directly addresses individual CLO's</p> <p>Revise the rubric to specifically indicate which assessment questions are being addressed by which rubric criteria (not all assessment questions were equally weighted among the three rubric criteria, or the three CLO's, and there was some debate regarding which questions should be analyzed, and which omitted, when scoring the assessment for a particular rubric criteria)</p> <p>Re-include more questions on Western marriage norms in order to increase the prevalence of CLO1-related questions on the assessment</p> <p>Include more instruction on Western marriage norms and terms associated with these norms; this seemed to be a weak area among the artifacts as a whole</p>
Art 113	Initial Culminat- ing Drawing Project	CLO1	0/91 (91%)	<p>Continue to refine and adjust the course work and activities to keep the high levels of success as we move back from zoom to face to face instruction. Going forward, quality feedback on projects and exercises will need to remain a priority. This can still be improved upon. Currently, things are mostly working great so the strong instructional plan will be continued.</p>
		CLO2	0/91 (91%)	
		CLO3	27/64 (81%)	
Bot 101	CTL Quiz	CLO1	44/22 (66%)	<p>Continue using photos with labels and assigning homework questions that are specifically related to this CLO.</p>
		CLO2	70/20 (90%)	

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LBRT PLO4 (511 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
Bot 101L	CTL Operating Microscopes and Recognizing key plant features	CLO2	43/43 (86%)	This follows a similar pattern to the initial assessment for this CLO where most students did fairly well with scope operation and identifying anatomical structures. This was not the case however for the semesters when the lab was taught online and students did not get the hands-on training. It is planned to continue with the use of microscopes with prepared slides for future labs.
		CLO3	57/14 (71%)	These results are similar to the initial assessment where it had been recommended to bring in live specimens when possible and to go on field trips to provide students with recognition in natural habitats. It is planned to continue to do this and also to collect more visual material to post on Laulima for out of lab access.
		CLO4	43/43 (86%)	Plan to continue bringing in fresh specimens of economically important plants and take students on field trips as it seems to help them with learning the material. This is very similar to the results of the initial assessment.
Chem 100	Initial Final Exam	CLO1	58/21 (79%)	More rigorously screen High School students for participation in asynchronous courses.
Chem 100	CTL Final Exam	CLO1	38/44 (82%)	Find a way to get more support for student time management and study skills; now that the STEM center study room is available, more students can be encouraged to work there to get their homework done.
Chem 100L	Initial Lab participation and report summaries	CLO1	40/50 (90%)	See above, page 11.
		CLO2	40/50 (90%)	
Micr 130	CTL Final Exam	CLO2	32/43 (73%)	See above, page 14.
		CLO3	46/35 (81%)	
		CLO4	24/38 (68%)	

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LBRT PLO4 (511 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
		CLO5	24/22 (46%)	
Micr 140L	CTL Lab Report	CLO3	0/100 (100%)	See above, page 14.
		CLO4	26/68 (94%)	
		CLO5	6/88 (94%)	
Soc 100	CTL Current Events Response Paper	CLO1	36/29 (65%)	See above, page 15.
		CLO2	43/21 (61%)	
SSci 111	Initial Individual Presenta- tions	CLO1	24/53 (77%)	<p>Alter the assessment activity and the rubric so that they require more of a focus on the social science aspects of sustainability</p> <p>Assign the assessment activity earlier in the semester; a few “overachieving” students underperformed on the assessment activity, presumably because they already had such high grades by the end that there was no need to continue their pattern of excellence on this final assignment.</p> <p>Increase the focus on social science aspects of the course, especially as it pertains to sustainability challenges faced by proposed solutions and wrought by current techno-industrial processes and socio-political frameworks.</p>
		CLO2	18/35 (53%)	
Phyl 142	CTL Exam	CLO2	37/44 (81%)	See above, page 15.
		CLO4	37/49 (86%)	
		CLO5	37/49 (86%)	

LBRT PLO5 (85 assessed)				
Course	Initial or CTL	CLOs	% Met/ Exceeded (Total)	Plan (Changes that have been made as a result of assessment)
Anth 200	CTL Writing Assign- ment	CLO2	22/67 (89%)	See above, page 16.
		CLO3	33/56 (89%)	
Bot 101	CTL Final Exam	CLO4	80/24 (100%)	See above, page 10.
BOT 101L	CTL Plant Recogni- tion	CLO4	43/43 (86%)	See above, page 17.
Chem 100	Initial Final Exam & Project	CLO2	59/21 (80%)	
Chem 100	CTL Final Exam	CLO2	44/43 (84%)	More emphasis on the project seems to work for most students - continue this.
SSci 111	Initial Individual Presenta- tions	CLO3	18/41 (59%)	See above, page 19.

4. Action Plan

Hawai'i Community College's mission is:

To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.

1. Research the Liberal Arts concentrations.

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As identified in the analysis above, it is clear that we need to do research on the liberal arts concentrations (Administration of Justice, Art, History, Psychology, and Sociology) to answer the questions:

- *Though our students' top major choice after transfer to UH Hilo is psychology, the majority had not chosen the Liberal Arts Psychology Concentration as their major at Hawai'i CC. Why? What were their majors?*
- *How can we promote all five concentrations? Where do these concentrations lead in terms of transfer to UH institutions?*
- *How can we support students in the concentrations with their transfer goals?*
- *What data sources are available to us locally so that we can answer questions about our majors? Once they transfer, how can we follow their individual process?*
- *In what ways might the concentrations need to be updated?*
- *Liberal arts majors are transferring at lower and lower numbers to UHH, down 50% since 2018, while transfers to UHM and UHWO have increased. Why? What tools can we use to increase these numbers?*

How this goal aligns with the College's Mission and Strategic Plan:

The Liberal Arts (LBRT) Program is designed for students who are preparing themselves to transfer to a four-year college or university. *Imperative One: Successful Students for a Better Future* of the draft UH Strategic Plan 2023-29 includes the goals of UH increasing participation in post-secondary education statewide and providing students with the necessary support for them to succeed. This action item will address *Imperative One* by allowing us to answer questions about increasing transfers to UH institutions statewide and about what support students need for successful transfer.

2. **Reconstruct the Liberal Arts student advising model.**

This goal has been in our plans for several years with little real progress made. This year, we expect to make progress by identifying a core group of faculty members (3-4 individuals) interested in tackling the student advising issue who will receive reassigned time in the spring 2023 semester to design a full-fledged program and help to put it in place. They will be answering the questions:

- What does good advising look like at Hawai'i CC?
- What limitations will faculty advisors have, and what resources will be available to them and to students?
- How much time will advisors devote to advising, and will they have a face-to-face presence on campus?

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- What training will advisors be given and how often will they be trained?
- What metrics will be used to evaluate the advising program we put into place?

How this goal aligns with the College's Mission and Strategic Plan: *Imperative One: Successful Students for a Better Future* of the draft UH Strategic Plan 2023-29 includes the goals of providing students with the necessary support for them to succeed and fully embracing multiple modalities of instruction that recognize changing times and widely differing student preferences, needs, and goals. This action item will address *Imperative One* by directly supporting students through excellent academic advising and doing so in the venue of their choice. We hope that this item will also address *Imperative Three: Embrace Kuleana to Hawaiians and Hawai'i* by reducing equity gaps for Hawaiian student access and success.

3. Review the 20% review policy (HAW 5.250) and make changes to reflect current practice.

A previous item under our action plan was to complete outstanding 20% reviews to get back on schedule by the end of 2020. We were successful that year, completing course updates or 20% review for 96 courses. Additional 20% course reviews were due in AY20-21, but many of these were not completed. This is an area of department management with which the Liberal Arts Division has struggled for some time due to lack of good, consistent record-keeping. A process will be developed and put in place.

In discussions, it has been noted that the HawCC policy does not match UH System policy and is, in fact, more rigorous, perhaps unnecessarily. It will be reviewed.

How this goal aligns with the College's Mission and Strategic Plan: *Imperative Two: Meet Hawai'i Workforce Needs of Today and Tomorrow* of the draft UH Strategic Plan 2023-29 includes the goals of preparing professionals to fulfill statewide needs in occupations that are essential to community well-being and preparing all its graduates for life-long learning, innovation and entrepreneurship. We cannot do this from a liberal arts standpoint if our courses are not up-to-date. The key area going forward that HawCC hopes to support this imperative through the Liberal Arts program is teacher education.

5. Resource Implications

*** Special Resource Requests not included in operating "B" budget ***

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are **not included in your regular program or unit operating "B" budget**.

**Note: CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.*

I am NOT requesting additional resources for my program/unit.

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: _____ (4 items max.)

***For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your Resource Request as part of your Review document submission via the**

[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)
<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

✓ **Item Description**

✓ **Justification**

✓ **Priority Criteria** (must meet at least one of the following):

1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
3. Expand our commitment to serving all segments of our Hawaii Island community through Pāalamanui and satellite centers
4. Address aging infrastructure.
5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

We are requesting a Dean of Liberal Arts and Sciences and filling all the vacant positions, including those that were swept in SB-126:

- 84968 INSTRUCTOR, DIGITAL MEDIA ARTS, Abolished, SB 126
- 86733 INSTRUCTOR, ENGLISH, Abolished, SB 126
- 83202 INSTRUCTOR, HISTORY, Abolished, SB 126
- 86562 INSTRUCTOR, MATHEMATICS, Abolished, SB 126
- 74869 INSTRUCTOR, PHILOSOPHY, Abolished, SB 126

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- 82521 INSTRUCTOR, SOCIOLOGY, Vacant
- 86696 INSTRUCTOR, PSYCHOLOGY, Vacant
- 82851 FACULTY, PHYSICAL SCIENCES, Vacant
- 86691 INSTRUCTOR, SPEECH, In Committee
- 84126, FACULTY, PSYCHOLOGY, In Committee

CATEGORY	Category-Specific Information Needed			
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation of Funds	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

[O*Net CIP-SOC Code Look-up](#)

in the **Crosswalks box, choose “Education,” then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

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*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.