Directory · Calendar

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Home     About     Campuses     Admissions     Academics     Research     Technology     Libraries     Arts & Community

## University of Hawaii Community Colleges
## Annual Report of Program Data Analysis Preview

(click here to print)

### PREVIEW

## College: Kauai Community College
## Program: Liberal Arts

The last comprehensive review for this program was on 2010, and can be viewed at:
http://info.kauai.hawaii.edu/admin/documents/2011CumRevLBRTS.docx

## Program Description

## Program Description

### Program Description

**Program Mission Statement**

The Liberal Arts Program is one that provides quality instruction in a variety of disciplines so as to meet the needs of a diverse student body and community.

- We are committed to teaching skills in critical thinking, effective verbal and written communication, scientific and mathematical analysis, and technological competency.
- We encourage our students to communicate via the artistic media as well.
- We strive to inculcate in our students an appreciation for those qualities we share as human beings as well as an understanding of the cultural differences that make us special.
- We are dedicated to providing our students a global perspective as well as an experiential involvement with the unique natural and socio-cultural environments of Hawaii and the Pacific.
- In the process we expect that students will investigate and analyze their own personal values.
- Finally, we wish to instill in our students an appreciation for intellectual pursuits and a desire for life-long learning.

We believe that the combination of skills and knowledge gained through the study of the Liberal Arts at Kauai Community College will not only prepare students for further education, but will also provide them the confidence and intellectual flexibility to be successful in the marketplace.

## Part I. Quantitative Indicators

## Overall Program Health: Cautionary

Majors Included: LBRT     Program CIP: 24.0101

| Demand Indicators | | Program Year | | | Demand Health Call |
|---|---|---|---|---|---|
| | | 12-13 | 13-14 | 14-15 | |
| 1 | Number of Majors | 665 | 630 | 630 | |
| 1a | Number of Majors Native Hawaiian | 211 | 194 | 176 | |
| 1b | Fall Full-Time | 42% | 40% | 42% | |
| 1c | Fall Part-Time | 58% | 60% | 58% | |
| 1d | Fall Part-Time who are Full-Time in System | 7% | 7% | 6% | |
| 1e | Spring Full-Time | 35% | 31% | 32% | |
| 1f | Spring Part-Time | 65% | 69% | 68% | Unhealthy |
| 1g | Spring Part-Time who are Full-Time in System | 8% | 9% | 8% | |
| 2 | *Percent Change Majors from Prior Year | -8.5% | -5.2% | -0% | |
| 3 | SSH Program Majors in Program Classes | 9,064 | 8,774 | 8,712 | |
| 4 | SSH Non-Majors in Program Classes | 3,277 | 4,205 | 3,875 | |
| 5 | SSH in All Program Classes | 12,341 | 12,979 | 12,587 | |
| 6 | FTE Enrollment in Program Classes | 411 | 433 | 420 | |
| 7 | Total Number of Classes Taught | 259 | 278 | 262 | |

| Efficiency Indicators | | Program Year | | | Efficiency Health Call |
|---|---|---|---|---|---|
| | | 12-13 | 13-14 | 14-15 | |
| 8 | Average Class Size | 16.6 | 16.1 | 16.8 | |
| 9 | *Fill Rate | 72.4% | 71.5% | 76% | |
| 10 | FTE BOR Appointed Faculty | 22.9 | 20.4 | 19.7 | |
| 11 | *Majors to FTE BOR Appointed Faculty | 29 | 30.8 | 31.9 | |
| 12 | Majors to Analytic FTE Faculty | 24.8 | 21.5 | 23.1 | |
| 12a | Analytic FTE Faculty | 26.9 | 29.3 | 27.2 | |
| 13 | Overall Program Budget Allocation | $1,084,601 | $2,773,258 | $2,551,953 | Healthy |
| 13a | General Funded Budget Allocation | $1,034,357 | $2,095,101 | $2,138,788 | |
| 13b | Special/Federal Budget Allocation | $0 | $576,116 | $369,883 | |
| 13c | Tuition and Fees | $50,244 | $102,041 | $43,282 | |
| 14 | Cost per SSH | $88 | $214 | $203 | |
| 15 | Number of Low-Enrolled (<10) Classes | 48 | 61 | 48 | |

*Data element used in health call calculation                                    Last Updated: October 7, 2015

| Effectiveness Indicators | | Program Year | | | Effectiveness Health Call |
|---|---|---|---|---|---|
| | | 12-13 | 13-14 | 14-15 | |
| 16 | Successful Completion (Equivalent C or Higher) | 73% | 76% | 71% | |
| 17 | Withdrawals (Grade = W) | 230 | 181 | 290 | |
| 18 | *Persistence (Fall to Spring) | 71.6% | 70.4% | 72.2% | |
| 18a | Persistence Fall to Fall | 46.8% | 48.9% | 44.5% | |
| 19 | Unduplicated Degrees/Certificates Awarded Prior Fiscal Year | 63 | 65 | 105 | |
| 19a | Associate Degrees Awarded | 63 | 58 | 100 | |
| 19b | Academic Subject Certificates Awarded | 0 | 9 | 5 | Healthy |
| 19c | Goal | 38 | 39 | 40 | |
| 19d | *Difference Between Unduplicated Awarded and Goal | 65.7% | 48.7% | 150% | |
| 20 | Transfers to UH 4-yr | 57 | 37 | 47 | |
| 20a | Transfers with degree from program | 25 | 14 | 17 | |
| 20b | Transfers without degree from program | 32 | 23 | 30 | |
| 20c | Increase by 3% Annual Transfers to UH 4-yr Goal | 15 | 15 | 16 | |

| 20d | *Difference Between Transfers and Goal | 280% | 146.6% | 193.7% | |

| Distance Education: Completely On-line Classes | Program Year | | | |
|---|---|---|---|---|
| | 12-13 | 13-14 | 14-15 | |
| 21 | Number of Distance Education Classes Taught | 13 | 18 | 18 | |
| 22 | Enrollments Distance Education Classes | 235 | 257 | 269 | |
| 23 | Fill Rate | 81% | 71% | 72% | |
| 24 | Successful Completion (Equivalent C or Higher) | 61% | 66% | 55% | |
| 25 | Withdrawals (Grade = W) | 25 | 14 | 21 | |
| 26 | Persistence (Fall to Spring Not Limited to Distance Education) | 52% | 53% | 60% | |

| Performance Funding | Program Year | | | |
|---|---|---|---|---|
| | 12-13 | 13-14 | 14-15 | |
| 27 | Number of Degrees and Certificates | 63 | 58 | 100 | |
| 28 | Number of Degrees and Certificates Native Hawaiian | 14 | 18 | 24 | |
| 29 | Number of Degrees and Certificates STEM | Not STEM | Not STEM | Not STEM | |
| 30 | Number of Pell Recipients | 357 | 356 | 355 | |
| 31 | Number of Transfers to UH 4-yr | 57 | 37 | 47 | |

*Data element used in health call calculation

Last Updated: October 7, 2015

Glossary | Health Call Scoring Rubric

# Part II. Analysis of the Program

## Part II. Analysis of the Program

The overall program is rated "cautionary," but this is entirely due to the misleading Demand Indicators. According to our Demand Indicators, the program is "unhealthy." This designation is based on Health Indicator #2, "the percentage change majors from prior years." This rating is misleading and has two primary causes that have little to do with demand for the program. First, students who were previously placed in the Liberal Arts program are now being either unclassified or put into other programs earlier, and, second, the enrollment at the college as a whole declined drastically between academic year 2013-14 and 2014-15. While we had a .7% increase in enrollment in 2011-12, our numbers dropped by 8.5% in 2012-13, and again by 5.2% in 2013-14, but remained exactly the same between 2013-14 and 2014-15. The earlier decline was largely due to students being placed in our new majors, the A.A. in Hawaiian Studies, the A.S. in Natural Science, and the new medical assistant program. There are approximately 61 students currently in these new majors (35 in Hawaiian Studies, 15 in ASNS, and approximately11 in MEDA). These students would have formerly been designated Liberal Arts majors. If these students had been considered liberal arts majors, we would have been in the healthy category. The fact that our enrollment numbers stayed the same in 2014-15 despite a major drop in enrollment at the campus speaks of the health of the program. In reality, #6 ("FTE Enrollment in Program Classes") and #7 ("Total Number of Classes taught") illustrate that the demand for our courses has been fairly consistent. FTE enrollment in program classes rose from 379 in 2011-12 to 411 in 2012-13, and rose again to 433 in 2013-14. The numbers then dropped slightly to 420 in 2014-15. Similarly, the total number of classes taught rose from 223 in 2011-12 to 259 in 2012-13, rose again to 278 in 2013-14, and then dropped slightly to 262 in 2014-15. While the numbers dropped slightly in 2014-15, the program actually did well considering the drop in enrollment at the college as a whole and, indeed, throughout the UH system. Even though total enrollment at Kauai CC was down significantly, the demand for Liberal Arts courses remained fairly consistent.

In terms of our "Efficiency Indicators," the program remains healthy. Last year we were concerned because the average class size had gone down from 17.8 students per class in 2011-12 to 16.1 students per class in 2013-14. Fortunately, this number has gone up slightly, to 16.8 in 2014-15. Similarly, the fill rate had gone from 76.9% in 2011-12 to 71.5% in 2013-14, but it has now risen to 76%, so these are signs that our efficiency is improving. We still have some issues. Our second language classes, particularly the second-year language classes, continue to be low enrolled. Student demand for Japanese, French, and Spanish continues to decline, and this is a national trend. In addition, our lowest level English and reading courses (ENG 18 and ENG 19) are consistently low enrolled. We're not sure why, though it would seem to indicate that students are coming in at a higher level, which would be a good thing. Similarly the English Language Institute (ELI) courses have seen a significant drop in demand. As we want to keep the English offerings for English as a Second Language students available, we have been

willing to run these courses with only a few students. We're hoping that some of the new initiatives to shorten the pathways and accelerate courses might improve this situation. MATH 206 (Calculus II) is also often run with low enrollment to meet the pre-engineering students' needs.  Still, this is an area in which we will strive to improve, and with the current budget constraints we will be forced to offer fewer classes and keep the fill rates higher.

Our "Effectiveness Indicators" also remain healthy, with no significant trends indicated in the three years of data.

# Part III. Action Plan

Part III. Action Plan

Note on Action Plan:

The Liberal Arts Program supports the college's overall mission. It does this by 1) preparing students for the various certificate and degree programs they hope to enter and 2) preparing students to transfer to other colleges and four-year institutions. Many students transfer to other institutions before earning a degree or certificate, but we also give students the opportunity to earn A.A. degrees in Liberal Arts, Hawaiian Studies, or an A.S. in Natural Sciences. We are also hoping to also offer an A.S. degree in Digital Arts soon as well. These two-year degrees, among other things, ensure students admittance at any UH 4-year institution.

ACTION PLAN 1:  Placement and Scheduling

| Program  Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| 1.1. Placement and scheduling:<br><br>Enhance utilization of placement testing and course scheduling processes. | 1. Work with Vice Chancellor of Academic Affairs (VCAA) to review, modify the two year grid<br><br><br><br>2. Publish a two-year schedule | Data | VCAA, LAH and SAM Division Chairs | Ongoing | Students are now able to plan their educational goals in a timely manner. | All | Ongoing |
| | | | VCAA and Ass't VCAA | Fall 2016 | Increase night enrollment by 5% by S 2016 | All | Ongoing |

ACTION PLAN 2: Expanded Summer Program of Offerings

| PROGRAM GOAL | ACTION ITEM | RESOURCES NEEDED | PERSON(S) RESPONSIBLE | Timeline | Indicator of Improvement | PLO Impacted | STATUS |
|---|---|---|---|---|---|---|---|
| 2.1. Placement & Scheduling: coordinate course scheduling to enable students to successfully complete their coursework for certificates and programs. | 1. Expand Summer Term course offerings to address AA area requirements | 2 cr. Faculty release/reassigned time | Faculty person | Summer 2016 | Expanded Summer program of offerings | All | Ongoing |
| | | 2 cr. Faculty release/reassigned time | Faculty person | Ongoing | 4-yr plan for Summer offerings, to include 6 new courses, each with 15+ students enrolled | All | Ongoing |
| | | 2 cr. Faculty release/reassigned time | Faculty person and Liberal Arts counselor | Ongoing | 2-yr plan for Summer offerings, overall shorter program completion rate for students | All | Ongoing |

2.1.1. We continue to try to expand the summer offerings. Doing so provides our students with an opportunity to "fast track" their degree completion. It also gives students from other campuses, or who are home on Kauai from the mainland or elsewhere, an opportunity to continue their course work during the summer. As the courses offered during the summer must pay for themselves, a successful program of offerings does not cost the college any additional funds, while providing the community more access to classes and an opportunity to move through programs more quickly. In addition, we will identify courses that currently create bottlenecks for incoming students and devise a "bridge" program of summer offerings to meet those needs. As a result, students will be able to fulfill prerequisites, and thus earn their AA degree, in a more timely manner. A Student Services counseling component is essential to this project, so funds will be needed to compensate that counselor. Other summer bridge programs have been proposed under various grant programs. We will partner with those programs to discuss past successes and failures to guide future plans. Other areas of future development may include increasing Study Abroad opportunities, for which we will partner with the Office of Continuing Education and Training (OCET).

ACTION PLAN 3:  College Success Program

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | Status |
|---|---|---|---|---|---|---|
| 3.1. Implement new developmental English courses to meet the strategic goals set by the system of getting all developmental-level students to college-level within one academic year. | 1. Create an entirely new approach for our developmental-level English courses that will include supplemental instruction through increased contact hours and more tutoring opportunities. | Hire more English instructors and tutors to cover the increased instructional time per student. | LAH Division Chair | Fall 2016 | One of the Strategic goals set for the UHCCs is to have 75% of students who place one level below English 100 complete English 100 their 1st term, and 70% of students who place two or more levels below complete English 100 their first year. | We are currently working out how to implement "accelerated" or "intensified" models for our English courses. The goal is to get more students to college ready at a quicker pace. |

3.1.1. In order to meet the new UH strategic goals, we need to change our current developmental-level English and reading courses significantly. We hope to add additional contact hours to our English 100 classes, particularly for students whose placement scores suggest that they need additional instruction. There are currently several models for how to do this on the table. We will be increasing the number of ALP courses we offer, but we would also like to add supplemental courses to our traditional stand-alone courses. For example, a typical English 100 course might have a 2 or 3 credit lab component for students who need additional help. These measures are to meet the goals set by UH strategic plan and John Morton has promised to give us the financial support to make these innovations possible.

ACTION PLAN 4:  STEM Initiative

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| 4.1 Improve communication and articulation processes with secondary institutions | 1. Develop STEM Academy-- collaborative partnership between DOE math & science teachers and KCC STEM & CTE faculty | Release time for DOE teachers (State funding)<br><br>Release time for KCC STEM faculty: 3cr / semester | DOE math & science faculty<br><br>KCC STEM faculty<br><br>DOE & KCC administration | Ongoing | Produce DOE students prepared to enter and succeed in STEM programs at KCC. | #2, #3, #5 | Ongoing, but we are not requesting assigned time for this project at this time. |

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | 2. Provide professional development opportunities for faculty | Release time for KCC STEM faculty | DOE & KCC administration and KCC STEM faculty | Ongoing | Same as above | #2, #3, #5 | Ongoing, but we are not requesting assigned time for this project at this time. |

4.1 The STEM Initiative is a Hawaii Legislative Initiative (ACT 111) aimed at improving student preparedness for science, technology, engineering and mathematics (STEM) programs and jobs by forming partnerships between DOE and KCC faculty & administration. Due to legislative fund restrictions, Kaua'i CC and the DOE Kaua'i Complex have sought and obtained a new MSP-Cohort 8 grant for the next three years to improve STEM education of DOE faculty. The goal of the new Title III grant is to increase the number of STEM-ready students.

**ACTION PLAN 5: Faculty and Staff**

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| 5.1. Provide quality instruction | 1. Hire FTE faculty to refill Information and Computer Sciences (ICS) position | 1 FTE position | SAM Division Chair  SAM Division Chair and Director of University Center | F 2015 | Fill vacant positions to fulfill faculty needs for courses | #2, #3, #5 | Ongoing |
| | 2. Hire 1 FTE combined Digital Media/Art instructor | 1 FTE position | LAH Division Chair | Fall 2016 | Expansion of Digital Media Program, including enrollment in the A.S. degree program. More COs completed in the Fine Arts program and more variety of courses offered. | #1, #6, #7 | This position is a replacement for the full-time art faculty position once held by Wayne Miyata. It has been rethought to combine Digital Media and Fine Arts instruction. This position was once approved through the APRU process but was |

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| | | | | | | | later put on hold due to insufficient fundings. The request has been ongoing. |
| | 3.Hire a FTE faculty in Social Sciences | 1 FTE Position | SAM chair and Social Science Faculty | Fall 2016 | Increased diversity in social sciences and increase student enrollment | #2, #3, #5 | Ongoing |
| | 4. Hire a FTE Mathematics faculty Temporary Outreach | 1 FTE position | SAM Division Chair | S 2015 | Increased number of students completing math courses | #2, #3, #5 | Done through Title III |
| | 5. Hire a FTE Physical Science faculty for STEM initiative | 1 FTE position | SAM Division Chair | F 2016 | Increased number of students completing math courses | #2, #3, #5 | As this was not funded last year, we are again requesting this position, as the needs have increased. |
| | 6. Hire a FTE Marine Biology Instructor | 1 FTE position | SAM Division Chair | F 2015 | Increased number of students completing the ASNS degree | #2,#3, #5 | This is a replacement position, but was put on hold due to budget concerns. |
| | 7. Hire a FTE English instructor | 1 FTE position | LAH Division Chair | Fall 2016 | Implementation of ALP courses and assist/lab courses for English 22 and English 100 | #1, #2, #4, #6, #7 | New |
| | 8. Hire lecturers to meet increased offerings in L.A. program | Funding lecturer duty. | SAM and LAH Division Chairs | F 2016 | Increased course offerings to meet student demand. | All | Ongoing |
| | 9. Hire a lab assistant for Digital Media Lab | 20 student worker hrs per week | LAH Division Chair | Fall 2016 | Increased enrollment and success rates in Digital Media programs | #1, #6, #7 | Ongoing |
| | 10. Hire lab assistant for science | 20 student worker hrs per week | SAM Division Chair | Fall 2016 | Increased enrollment and classes | #1, #6, #7 | New |
| | 11. Hire full-time faculty position for Professional Development and Instructional Technology | 1 FTE | SAM/LAH Division Chairs | Fall 2016 | Improved Instruction | All | New |

5.1.1. ICS has been taught by Business Division, but SAM currently offers these courses and needs a full-time instructor to teach them.

5.1.2. This position will strengthen the digital media program and give us someone to oversee our drawing, painting, and ceramics courses. This request has been made several times over the years. It began as a replacement position due to the retirement of Professor Wayne Miyata, so if these two positions (that is, including the position 5.1.2) are filled it will bring us back to the number of full-time art faculty we had before Wayne's retirement: two. This person would teach digital media courses but also drawing, painting, ceramics, and a variety of other art courses depending on the person's skills, interests, and qualifications. This person will provide needed leadership, vision for the future development of fine arts offerings, stability and continuity, and will help ensure that COs and assessment needs are being met in these areas.

| UH Strategic Goals | KCC Priority Goals |
|---|---|
| • Increase outreach to k-12 to improve college preparation and to ensure that students are aware of specific opportunities that KCC provides, recognizing that outreach must not be limited to high schools. | • Increased Completion of Degrees, Certificates, and Licensure<br><br>• Completion of Course and Program Student Learning Outcomes (SLOs)<br><br>• Meets PSLOs 1,6, & 7 |
| KCC currently has outreach to both high schools and middle schools, addressing college prep classes and career days. DMA's participation is limited by current FTE schedule, while Fine Arts has no FTE. An additional FTE increases outreach opportunities. | • Revised or New Curriculum |
| • Increase overall retention and persistence to graduation or transfer (identify goals and track by disaggregated groups), with an additional focus on STEM degrees and certificates. | More, new classes may be offered (and will be under proposed AS degree program)<br><br>Existing classes with 2 sections scheduled together ("piggybacked") can be separated with better, revised curriculum. |
| Fine Arts has had a marked increase in enrollment in the past 2 years, but lacks an FTE. DMA faculty and lecturers currently teach all Fine Arts classes. An additional FTE means additional sections and classes, which should up enrollment and encourage retention. | |
| • Improve the facilitation of integrative/critical thinking in courses. | |
| Current lecturers lack MFA degrees in subject matter. An FTE will increase knowledge of integrative/critical | |

| UH Strategic Goals | KCC Priority Goals |
|---|---|
| concepts and pass that on to students. | |

5.1.3. The Science and Mathematics division needs to replace a Social Science full-time faculty position. We are requesting a faculty member that has a broad academic background  to meet the diverse needs of our students.

5.1.4. The Science and Mathematics division would like to expand its outreach capacity to DOE schools by offering college mathematics courses at high school locations to provide early preparation of students for college and STEM-related fields. This is a temporary FTE position.

5.1.5. For at least the last three years, Kauai Community College has left money on the table. At the same time, we have not been able to offer courses that would likely have filled. The only two full-time physical science faculty members have not offered courses that likely would have filled because they could not accommodate them into their already full or overloaded schedules. Between the courses for liberal arts students and nursing and other CTE students, the two full-time physical science instructors averaged a hefty overload each of the last three years. The college has not been able to meet demand with lecturers because qualified, willing physical science instructors from the community have proven elusive.

5.1.6. A prospective hire for marine biology is justified by connecting the needs of our students with the community, local businesses, domestic and international partner organizations, and existing faculty throughout the UH system.

5.1.7. Kaua'i CC has been mandated by the UHCC system to increase the amount of instruction time for our developmental-level English and reading students. We are working on several new models, but all of them require more instructional time, which is not possible with our current number of full-time faculty. Therefore, we are asking for one more full-time English position. As James Lee resigned last year and Brian Cronwell is retiring at the end of this term, this position, if filled, would bring us back to the number of full-time English instructors we had last year.

5.1.8. Due to new models of instruction, such as ALP courses, more lecturers will be needed to teach additional courses.

5.1.9. This lab assistant will allow the Digital Media Lab (Art Room 103) to stay open for approximately 20 hours per week, thus enabling students to work on their projects outside of scheduled class time. The assistant will be responsible for the equipment and will give basic assistance to beginning students, install updates and software, and could work on school and community projects during slow periods. The DMA program has long needed a lab assistant to manage computers and borrowable electronic equipment, assist with procurement, and tutor students during open lab hours. The Creative Media programs at UHWO and UH Manoa employ full-time assistants to ensure gear is not broken or lost, and as the majority of our gear is the property of the Academy of Creative Media (not KCC), measures to protect it would be prudent.

5.1.10. The Lab assistant for sciences courses will provide logistical needs and prepare laboratory materials so that faculty and incorporate more hands-on experiential labs. The Assistant will also work with student interns and handle laboratory safety.

5.1.11. Due to budget constraints, the college has not been able to support a full-time Professional Development and Instructional Technolgy position. However, with so many new faculty, changes in technology, new curriculum, and all the new innovations in teaching methodology, we feel it is in the best interest of the college to hire a full-time faculty member to be in charge of professional development for faculty and staff, particularly as this relates to new instructional technology training.

**ACTION PLAN 6:  Curriculum: Writing Intensive**

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| 6.1 Review program curriculum to determine relevancy to institutional goals & SLOs and student transfer | | 3 cr. Release time per year | WI Coordinator | Ongoing | Increased number of faculty teaching WI courses and more WI course offerings | #1, #2, #4, #5, #6, #7 | Ongoing |

| | | | | | Yearly reports to the KCC Curriculum Committee and the UH system-wide WI board | | |
|---|---|---|---|---|---|---|---|
| needs. | | | WI Coordinator | Ongoing | | #1, #2, #4, #5, #6, #7 | Ongoing |

6.1 The WI coordinator's ongoing duty is to recruit, support, and report on WI offerings. Due to the system requirements for WI courses, but also our own one-WI requirement for an A.A. degree, we expect an increase in the quantity and diversity of WI offerings so that we can better provide our students with pertinent transfer options.

**ACTION PLAN 7: Curriculum: AA degree review**

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| 7.1. Review program curriculum to determine relevancy to institutional goals & SLOs and student transfer needs. | 1.Review/revise AA program requirements | Liberal Arts SLOs | all LAH/SAM faculty | S 2016 | Increased number of students transferring to 4-year institutions and earning A.A. degrees. | All | Ongoing. |
| | 2. Develop A.S. degrees in Digital Media | | LAH Chair | Fall 2015 | This will increase enrollment in digital media classes and the number of students who transfer to 4-year institutions. | #1, #6, #7 | Ongoing Timeline changed from completion goal of Fall 2015 to Spring 2016. |
| | 3.Internationalization of the Curriculum | | LAH and SAM Divisions | Ongoing | Provide students with a global perspective and give them a connection to the Global Community | #1,#3,#5,#6,#7, | Ongoing |

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| | 4. Develop Marine Science Program | | Marine Science faculty | Ongoing | Increased STEM offerings and enrollment | #2, #3, #5, #8 | Ongoing |
| | 5. Indigenization of Science Curriculum | | SAM Faculty | Ongoing | Improved retention and enrollment of Native Hawaiian students in STEM-related fields. | #2,#3,#5.#8 | Ongoing |
| | 6.Explore increasing diversity in Social Sciences Ethnic Studies(Filipino Studies) | | SAM Faculty | Fall 2016 | Increase the diversity of Social Science by adding Filipino Studies | #2,#3,#5,#8 | New |
| | 7. Develop Innovation center model /curriculum | | SAM Faculty other Divisions | Fall 2016 | Develop hands on center to facilitate experiential learning for our students | #2,#3,#5,#8 | New |

7.1.1. The regular review and revision of the Liberal Arts program provides an opportunity to evaluate the effectiveness of the program. A new Progam Action Form was submitted in Fall 2014, which clarified the Health Designation requirements and removed one of our PSLOs. Further changes to the program are expected in the near future.

7.1.2. This initiative to develop a new A.S. degree in Digital Graphic Design has been expanded into a multi-campus Digital Media Program initiative across the UH community colleges. The date of implementation has been postponed until Spring 2016.

7.1.3. Global Awareness and responsibility are required in the modern workplace. In order to provide our students with this awareness, the Liberal Arts program will Internationalize the curriculum.

7.1.4. Science and Math Division wants to develop a Marine Science Program to increase STEM offerings and enrollment.

7.1.5. The goal is to indigenize the science curriculum in order to improve retention of Native Hawaiian students in STEM-related fields.

7.1.6. State wide initiative to increase the diversity of Social Sciences with more ethnic studies courses and programs, such as Filipino Studies. Provide students with added diversity in the Social Science curriculum to meet social science requirements with a community emphasis.

7.1.7. Develop an Innovation Center model--a place that the community can bring real problems that they need assistance in solving, connecting these problems to teams of faculty and students from multiple disiplines to work together in solving the problems. This will provide student interns hands-on, practical, as well as experiential learning in real world problem solving.

ACTION PLAN 8:  Curriculum: Foundations/Focus Articulation

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| 8.1. Maintain program requirements within the curriculum. | 1. Maintain Boards for Foundation, Diversification, HAP, Pacific Cultures, and | | Appropriate Boards | Annually | Maintain system-wide articulation agreements and ensure that students | All | Ongoing |

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| | Alternative Communication. | | | | have enough course options and are meeting program requirements. | | |

8.1.1 & 2 The appropriate Boards continue to evaluate courses for articulation within the UH system. These Boards continue to meet to evaluate if new or updated courses meet UH or campus Hallmarks.

ACTION PLAN 9:  Academic Support & Equipment

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| 9.1. Maintain facilities, equipment and technology infrastructure to support institutional and student needs | 1.White Boards, tables, and chairs for LRC 123 | App. $13, 710 | Math faculty | F 2015 | Increased student learning | #2,#3.#5,#8 | Done |
| | 2. Spectroscope | $5,000 | Chemistry faculty | Fall 2016 | Increase students in STEM fields. This is a replacement. | #2,#3,#5,#8, | New |
| | 3. Mathematics improvement<br><br>A. AT (3) Math Boot Camp<br>B. National Conference Travel | General | SAM Chair | S/F 2015 | Increased enrollment and retention | #2, #3, #5 | Ongoing |
| | 4. Tutor training - Math/Science | General | SAM Division | S/F 2015 | Improved enrollment/retention | #2, #3, #5 | Ongoing |

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| | 5. Mandatory math placement | No funds needed | SAM Division/Counseling | F 2015 | Improved enrollment/retention | #2, #3, #5 | Ongoing |
| | 6. Hood over kiln needs major repair or replacement. | Approx. $25,000 | LAH | Sp. 2015 | Safe operation of the kiln will be the indicator. | #1, #6, #7 | Done |
| | 7. Buy license for Turnitin | $7,500 for two years | LAH Chair | Fall 2014 | This is to allow us two more years to assess the value of this product. More faculty and student use of Turnitin will be the indicator. | #1, #2, #5, #6 | Done |
| | 8. Add professional English tutors | | LAH Chair | Fall 2016 | We will see increased retention in our developmental-level English courses. | #1, #2, #4, #5, #6 | New |
| | 9. Additional computers for English classrooms | $10,000 to buy laptops or Chromebooks for in-class use in all developmental English classes. | LAH chair | Fall 2016 | We will see increased retention in our developmental-level English courses. | #1. #2, #4, #5, #6 | New |
| | 10. Replace autoclave | $18,000 | SAMD | Fall 2016 | Health and safety issue. Need to replace autoclave to ensure compliance with BSP2 requirements | #2.#3,#5,#8 | New |
| | 11. 20 portable computers | $40 000 | SAMD | Fall 2016 | improve the hands-on experiential learning of Chemistry, Physical Science and Biology students. | #2,#3,#5,#8 | New |

9.1.1. To provide quality instruction in mathematics, we need to reconfigure the classroom. This requires us to replace the bulky tables with 13 smaller tables and 26 chairs that will be more conducive to collaborative learning. We also would like to add two 10 x 4 foot whiteboards on the walls to allow for group work.

9.1.2. Spectroscope to teach Chemistry and Physical Science courses. The spectroscope will improve hands-on and experiential learning.

9.1.3 & 4. Professional development for Math faculty and Math and Science tutors. Also, continue Math Boot camp to prepare incoming students.

9.1.5. This placement testing is to continue.

9.1.6. Kiln is fixed.

9.1.7. Turnitin license is purchased.

9.1.8. Several of the new curriculum models for acclerating students through developmental English depend on, and require using more English tutors. One model we would like to try, for example, would put an embedded tutor in each of our English 100 sections.

9.1.9.  LAH hopes to have laptops available in all of our primarily English classrooms after the LRC renovation in completed so that students can be more actively involved during classes. As computer prices continue to go down, we believe this is a worthwhile investment that will increase retention.

9.1.10.  Replacement of autoclave to meet the BSP 2 requirement for the disposal of biological waste from Natural Science.

9.1.11. SAM would like Laptops or chromebook computers to do laboratory data analysis for chemistry, physical sciences, biological sciences. The computers will increase the hands-on experiential learning of our students.

**ACTION PLAN 10: Facilities**

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| 10.1   Secure adequate room availability for program course offerings. | 1. Build a biology/ zoology lab | CIP funding | Zoology instructor and SAM Division Chair | F 2015 | Increase Zoology course offerings by 5% | #2, #3, #5 | Done |
| | 2. New Nursing/ Biology laboratory | CIP funding | SAM & Nursing chairs and Director of Facilities | F 2016 | Increase enrollment in nursing courses and improve completion rates | #2, #3, #5, #8 | Ongoing |
| | 3. A large space or building to contain a small stage and classroom area for small performances and classes such as Orchestra, Band, Drama, Hawaiian Hula and Speech. This space would also serve as a place for community gatherings and a site to facilitate outside speakers. | $2,000,000 | LAH Division Chair | Fall 2015 | Retention will improve, first because many of our classes will have a place for their students to practice and perform. | #1, #6, #7 | Ongoing. Date changed from F 2014 to F 2017 |
| | 4. Parking and maintenance area for Cognition Bus/Traveling Classroom | | SAM Division Chair | Fall 2016 | Increased K-12 STEM Cognition Outreach | #2,#3,#5,#8 | Ongoing |
| | 5. Math Hale | CIP | SAM Division and Mathematics faculty | | There will be a central location for math classes and for | #2,#3,#5,#8 | Ongoing |

| Program Goal | Action Item | Resources Needed | Person(s) Responsible | Timeline | Indicator of Improvement | PLO Impacted | Status |
|---|---|---|---|---|---|---|---|
| | | | | | math faculty. | | |
| | 6. Develop a Science Exploration Center | | Science Faculty | S 2016 | Increased student interest in STEM-related fields | | Ongoing |
| | 7. Add an additional Digital Media classroom. | CIP | LAH Division Chair | | Increased enrollment in Digital Media class, and more students majoring in the Digital Media program. | #1, #6, #7, | Ongoing |
| | 8. Create dedicated English labs, as well as additional space for English tutoring. We would like tutoring spaces with faculty offices nearby, as this would facilitate cooperation among tutors and English faculty. | To be determined. Possible CIP funding for new, dedicated English or LAH building. | LAH Chair | We would like a strategic plan to increase instructional space by Fall 2016 | Increased retention in our developmental-level English courses. | #1, #2, #6. #7 | New |
| | 9. Reconfigure the classrooms (and buy new chairs, tables, etc.) for the LRC so that when we again have access to these classrooms they are more conducive to learning. | Approx. 10,000 | LAH Chair | Spring 2016 | We will see increased retention in our developmental-level English courses. | #1,#2, #5, #6, #7 | New |
| | 10. Space for Innovation Center | | SAMD and other Divisions | Need for office spaces,Meeting Area, close proximity to Farm and Trade workspace. | Increase community connections, improve student internship sites. | #2,#3,#5,#8 | New |

10.1.1  Biological laboratory to teach hands-on labs in Biology, Zoology, and Marine Sciences is completed.

10.1.2. Need lab to meet the needs of health sciences in the basic core classes to prepare students in the Health field. This will help us to

meet the preparation requirements of Nursing and other allied heath programs.`

10.1.3. This multi-purpose space has been approved and the final blueprints are nearly completed. When built, this space will fill the need for space for our performance-based classes, such as Band, Orchestra, and Theater. In addition, it will create a small venue on campus for year-end performances and guest speakers that will draw crowds too small to warrant using the PAC.

10.1.4. We want a permanent space to park, set-up, and do maintenance of the Cognition STEM bus for K-12 out-reach to the DOE schools

10.1.5..Math Hale. The SAM division Math faculty request a space or structure to be able to do student teacher one on one interactions. The current site does not have enough space for the number of students . This space is fully described in the following section on Resources needed..

10.1.6. The focus of Kauaʻi Community College as the center for learning on Kauaʻi and the multiple initiatives to foster science technology engineering and mathematics (STEM) disciplines in the high schools, middle schools and elementary schools has initiated the development of a Science Exploration Center ("Cognition") on the campus sponsored by a dedicated group of staff, faculty, and volunteers. The center will focus on large hands-on experimental projects to illustrate science and technological principles. The large fabrication facility listed in c. above must be able to handle large equipment, welding, and construction to enable the fabrication of large exhibits and projects that are out of the size range for the existing cognition facility. The projects will be developed by Kauaʻi CC students, staff, and faculty. The center will be open to visiting student groups from the island and staffed by Kauaʻi CC students and volunteers. The center will focus on current and relevant science themes throughout the year and provide instructional materials. This Exploration Center will allow hands-on interactive displays and provide small groups of students the ability to work on projects integrating science and mathematics in real-life applications.

10.1.7. The Digital Media program is expanding beyond what can be taught in the single classroom it is now occupying. We need more classroom space for additional computers, as well as space to offer courses in film and movie production. LAH is hoping to expand the number of Digital Media offerings to meet increased student demand. We expect that we will soon have an A.S. in Digital Media, and we will need space to meet the demand that will further create. Ideally, we would like Digital Media to expand into the current painting classroom next door so that a common door could join the two rooms, and equipment could be shared, but we will have to find a new location for the drawing and painting classes.

10.1.8. We would like more dedciated tutoring areas. One model we like would be to have tutoring spaces with faculty offices nearby, as this would facilitate cooperation among tutors and English faculty.

10.1.9. Many schools are experiementing with creating more interactive learning spaces. Since the LRC is being renovated, we want to ensure that the classrooms are state-of-the-art when the renovation is complete. This will require reconfiguring the rooms and buying new chairs and desks.

10.1.10. Innovation Center site.  A place were the community can come to discuss projects with Faculty and Students. Several working spaces to be assigned to different groups of faculty and students. An area close to the Farm  and trade workspaces where many of the hands on large physical work will be done.Suggested projects in Agriculture,Trade Technology,Sustainability,Ethnobotany....

Student enrollment has nearly doubled in the past 2 years (from 53 DMA enrollments in Fall 2012 to 93 at present, with a high of 104 in Fall 2013) while classroom space has remained the same. A second classroom/lab will allow the creation of additional sections and curriculum within the program and ensure more open lab access for students.

| UH Strategic Goals | KCC Priority Goals |
|---|---|
| • Increase overall retention and persistence to graduation or transfer (identify goals and track by disaggregated groups), with an additional focus on STEM degrees and certificates. | • Increased Completion of Degrees, Certificates, and Licensure<br><br>• Completion of Course and Program Student Learning Outcomes (SLOs)<br><br>• Meets PSLOs 1, 6, 7, & 8. |
| Able to schedule more classes, ensure higher enrollment, and therefore retention and graduation | • Revised or New Curriculum |

| UH Strategic Goals | KCC Priority Goals |
|---|---|
|  | More, new classes may be offered (and will be under proposed AS degree program) <br><br> Existing classes with 2 sections schedule together ("piggybacked") can be separated with better, revised curriculum |
| • Improve the facilitation of integrative/critical thinking in courses |  |
| Students will have more access to lab space at more times of the day and will be better able to work and employ critical thinking skills into DMA projects. |  |

*Response to previous program review recommendations*

**Where are you in your 5-year plan as discussed in your previous Comprehensive Program Review (CPR)?**

We are at the end of another five year cycle and will be submitting a Comprehensive Program Review this year.

The five-year plan involved many initiatives that are at various stages of completion. The goal of improving articulation, for example, led to a much better articulation agreement amongst the community colleges so that now students completing an A.A. are automatically accepted at any of the 4-year colleges. Furthermore, the discussion of articulation has led to our new ASNS( Biological and Physical Science tracks), new Pre-Engineering program, new A.A. in Hawaiian Studies, and the proposed A.S. in Digital Media. The goal to improve outreach to the high schools has led to expansion of Running Start and the development of new Early College programs, and these are ongoing. The math faculty members have just finished a two year MSP grant that provided training to secondary math teachers in implementing the Common Core State Standards. In addition, our math faculty members are currently working with P20 and HIDOE in creating a Transition Math course for high school seniors to prepare them for non-STEM college math courses. The system is making curricular changes in Mathematics to align more closely with the changes that Kauai has made to improve student progress and success in developmental mathematics.  In an effort to work with the elementary schools, our math faculty members have hosted  math workshop that caters to mostly elementary school teachers during their Spring Break for HIDOE PD credits. The Cognition Learning Center and CogsGo Mobile Science bus (part of Title III Grant ) is part of the outreach efforts to bring science education to all grade levels. The featured Projects are STEM related and provide Kauai Community College student  an opportunity to demonstrate place based experiential Learning in an engaging and fun atmosphere. Science faculty and the National Tropical Botanical Garden sponsor the Science Teachers Enrichment Program each summer to assist DOE teachers with graduate credit in Professional development and in the creating of local place based science curriculum to use in their classrooms.  Nearly all of our courses now have clear and measurable SLOs. We now have all courses on a five-year review system, and we have expanded our distance and evening offerings. In the next academic year we will provide a  AA degree program  for night students. Students will be able to meet all of  their requirements in three years. To develop Kauai Community College students into researchers and to expand their experiences and interest early in their STEM educational pathways, and to contribute to their community ,the students have the opportunity to work with Science faculty and fellow students in place based experiential projects,directed studies,and internships. Several students have co-authored papers accepted in peer reviewed International Journals and have gone to do presentations at annual meetings.

**What were the goals you identified for the past year as discussed on that CPR and in your last APRU? Did you achieve them? What impact did this have on your health indicators?**

We have accomplished many of the goals we stated in our 5-year plan, and we're making progress on several others. We have improved outreach, created new Liberal Arts brochures, and are now publishing a weekly article in the newspaper to promote the college. We have improved articulation agreements with the other UH system schools, created more consistent course SLOs, improved our five-year review of courses, and expanded our distance offerings. In addition, we have improved the pathways from the high schools to the college with programs such as Running Start and Early College. We have several initiatives to shorten the length of time students spend in remedial and developmental courses, such as the Accelerated Learning Program, shortening the math and English pipeline, and we are working on

the high school transcript placement pilot project. Many of the changes in the Effectivness Indicators are too small to be statistically significant, however we would like to call your attention that we have exceeded the goal of 3% Annual transfer to 4 year UH campus for KCC. The difference between transfer rate and goal has increased. 147%(13-14) to 194% (14-15). In the last comprehensive APRU we wanted to create an A.A. in Hawaiian Studies; that has been accomplished.

- **What are your goals for the current year?**

We will continue to work on improving in relation to the UH priority goals and Kauai CC's strategic goals. Given the current budget restraints, one of our chief goals will be to operate more efficiently so that we can balance our reduced budget without adversely affecting the quality of the courses we're offering.We want to continue to work to improve student persistence and shorten the time students spend in remedial and developmental English courses while collecting data to be sure our effort to shorten the English pipeline leads to improvement of student learning. As we are approaching the end of our five-year review cycle, most of our action plans have been completed. We will continue to focus on improving student learning and providing quality instruction to our students. Due to budget shortfalls each academic area will explore supplemental funding fron external sources such as Grants and Aid. We will also look at repair and maintanence of buildings and equipment so that we can extend their use for as long as possible.

- **What are the action plans stated in your APRUs that are leading you towards these goals?**

All of our Action Plans are intended one way or another to help us achieve these goals. For English, we are currently working on major revisions of all our developmental-level English and reading courses. The systm would like almost all reading instruction, for example, to be incorporated into the composition courses, so we are trying to do that. Similarly, many of our previous stand-alone courses will be combined into ALP courses. (See the APRU.)

- **How will you know you have achieved them (indicators of improvement)?**

The quantitative indicators, such as the fill rates and success rates in the developmental courses, are an important way of identifying where we have succeeded and where we need to improve. There are other ways as well. For example, the percentage of our courses being reviewed every five years is another indicator. The UHCC has set the strategic goal of getting 75% of developmental-level English students who place one level below English 100 through English 100 in a single term, and 70% of those placing two or more levels below English 100 through English 100 in one academic year, so these will be our very ambitious benchmarks for success.

- **Do you anticipate any problems?**

We expect the budget to be the chief issue in the next year or possibly more. We are offering fewer courses, and the full-time faculty are being given fewer assigned time hours to develop courses and accomplish the same level of instruction as we have done in the past. Dealing with the current budget shortfall while improving our health indicators will be our chief challenge. To be more efficient, we need to continue to work on scheduling courses to meet other programs' needs as well, since one of our responsibilities is to offer support courses. These dual roles are particularly difficult when we are under staffed. For example, we are currently not able to meet the student demand for courses in physical science because of the shortage of qualified faculty to teach these courses. The system has asked us to develop new Accelerated English classes, but these take more instructors per the number of students served, and we do not have the English faculty to move entirely to ALP courses. In addition, the system is encourages us to add complementary courses to our English 100 classes. These, too, will require more faculty. In general the total number of general AA degree students are on a decline. This is partly due to the fact that we have developed specialties and new programs to meet the needs of our students. These students now often declare their majors early so they are not counted as Liberal Arts students. However, the liberal Arts faculty are essential in providing the required support courses that are necessary for these programs.

## Part IV. Resource Implications

Part IV. Resource Implications

The main funding needs for the Liberal Arts program fall under Action Plan #5, Faculty and Staff.

SAM division is requesting four full-time instructors: one in Computer Science, one in Physical Science, one in Social Science, and one in Marine Biology. LAH division is requesting two full-time instructors: one in Digital Media and one English instructor. In addition, both SAM and LAH need continued funding for lecturers, particularly since many of the new models to accelerate develomental-level students to college-ready require more instruction time per student. SAM and LAH are also asking for money for lab assistants to help in the science lab and in the Digital Media classroom respectively. Finally, with all the curriculum changes and new technology, both SAM and LAH strongly support hiring a full time Professional Development instructor to support training of both

faculty and staff.

**SAM:**

Recently, due to an increase in student interest, SAM has had a difficult time offering enough courses in the physical sciences, particularly those for science majors and those enrolled in the College's new Associate of Science in Natural Science degree program.  Chemistry and physics courses for majors were traditionally only offered every other year, with chemistry in odd years and physics in even years.  However, this pattern changed when physics for scientists (PHYS 170/PHYS 151 offered concurrently) filled completely in fall 2010, 2012, and 2014.  Likewise, chemistry for scientists (CHEM 161) filled to capacity and had an extensive wait list in fall 2013.  This fall, Kauai CC offered CHEM 161 in consecutive years for the first time ever and it again filled to capacity both years. Michael Hannawald agreed to teach the CHEM 161 lecture/lab but then could not teach the physics courses for scientists because he was already teaching an overload with numerous sections of chemistry for non-science majors. Chemistry 151 lecture and lab fulfills a physical science requirement for liberal arts majors and a program requirement for Nursing.

Further, it seems likely the physics courses for majors could also be offered every fall and still attract a sufficient number of students to run.  Keep in mind that all the courses described here (except ASTR 110) have a laboratory component.  Also, both the physics and chemistry courses for scientists are year-long sequence courses. Thus, if the first full year of physics and chemistry courses for majors with their respective labs run each year, the workload for those courses alone constitutes 22 credits of teaching equivalency. We currently teach PHYS 151 and PHYS 170 at the same time, in the same classroom, with a single instructor. At the other campuses, these courses are typically taught separately. Obviously, separating them would create a better learning environment for our students, and we could do so using our Title III STEM grant, for instance.  The table below illustrates how the physical science course offering could easily fill three full-time instructors' workloads:

Table: Courses, Offerings, and Teaching Load

| Course | Offerings per year | Teaching Equivalency |
|---|---|---|
| ASTR 110 | 2 | 6 |
| CHEM 151/151L | 2 | 11 |
| CHEM 161/161L | 1 | 5.5 |
| CHEM 162/162L | 1 | 5.5 |
| GG101 | 1 | 5 |
| OCN 101 | 1 | 1 |
| OCN 120 | 1 | 3 |
| OCN 201 | 2 | 6 |
| PHYS 101 | 1 | 3 |
| PHYS 151/151L | 1 | 5.5 |
| PHYS 252/252L | 1 | 5.5 |
| PHYS 170/170L | 1 | 5.5 |
| PHYS 172/172L | 1 | 5.5 |
| SCI 122/122L | 2 | 11 |
| TOTAL | 18 | 79 |
| With new position: | Average credits per person = 26 | |

SAM is also asking for the Marine Biology position that was approved last year but was put on hold due to budget cuts.

The Marine Biology position is an approved replacement position that has been advertised and put on hold due to budget concerns.  The following are reasons

why we need to fill this position:

A. Student interest in marine science:

- Sections of OCN 201: Science of the Sea consistently fulfill capacity enrollment with waitlists.  High student demand for the two full sections taught in the 2010-2011 academic year prompted KCC to offer more sections. Three sections filled to capacity this academic year (2011-2012).

- Students are particularly interested in marine biology, but we do not have a full-time faculty member capable of teaching marine biology.  The majority of OCN 101: Intro to the Marine Option Program student proposals focus on marine biology (Data available upon request).

- International students from the Japanese Maritime Colleges and international sister colleges will appreciate educational opportunities with our expanded marine science program.

B. Student interest in an Associate of Science and Bachelor of Science:

- Several students have expressed frustration with the inability to complete an Associate of Science or Bachelor of Science degree at KCC.  The AS degree is a step toward the BS degree offered through our campus.  Before reluctantly relocating to Oahu, Several students recently pleaded their case with the Chancellor for more science classes for science majors. KCC can expand enrollment to better serve the needs of current and prospective students.  The idea of completing an AS degree on-island to save money in tuition fees before transferring is an attractive one for our high school students.

- The prospective hire could meet another important student need by teaching core biology courses.  The qualifications would be set such that the hire will be qualified to teach introductory biology for scientists – a long identified need among our program and with our students.  Biology 171 and 172 and their respective labs are approved courses on our campus but KCC currently lacks a qualified, available full-time instructor to teach them.  These course are the pillar of any Bachelor of Science biology curriculum offered at four-year universities.

C. Community, partner, and local business interest in Marine Biology at KCC:

- Eyes on the Reef, Hawaiian Islands Humpback Whale National Marine Sanctuary, KA«lauea Point National Wildlife Refuge, Surfrider Foundation, Pacific Missile Range Facility, Kauai Marine Mammal Response Program, and local dive shops have all approached the school or KCC faculty seeking students, and in some cases employees, for their work in the field of marine biology.

- The National Oceanic and Atmospheric Administration (NOAA) entered into a Memorandum of Agreement partnership with KCC in Fall 2011 in hopes of facilitating collaboration on educational and community outreach.  A marine biologist at KCC will be in a better position to get the most out of the agreement because the majority of opportunities for collaboration involve marine biology.  NOAA has offered $10,000 to KCC specifically for marine biology equipment because they feel students and the community would benefit from the educational opportunities.  NOAA has also offered to donate a small boat to the school, should we want one.

D. Campus and faculty interest in marine science at KCC:

- Current physical science faculty at KCC are particularly interested in hiring a marine biologist to complement and expand the existing oceanography offerings.   The hire would fill the void left by the retirement of Nancy Bushnell, who restarted the Marine Option Program at KCC with the intent of teaching introductory courses in marine biology for non-scientists.

- The campus has renovated classroom space with a specific purpose of making it suitable for marine biology lab courses.

- Faculty with marine science backgrounds throughout the UH system have expressed an interest in an expanded marine science program at KCC, including UH-Manoa, UH-Hilo, Hawaii CC, Honolulu CC, Leeward CC, Windward CC, and UH Maui College.

- Faculty at the Japanese Maritime Colleges and in the Earth and Ocean Sciences department at the University of British Columbia expressed interest in collaboration with our expanded marine science program at KCC.

Finally, SAM is requesting for a Computer Science instructor to meet increased student demand in these courses. Currently the Business Division is using lecturers to teach these courses. We generally offer six sections in the fall and four in the spring. We feel we can improve the quality of instruction if we have a full-time instructor to teach these classes.

### LAH:

LAH is asking for a full-time Digital Media/Art instructors. This is a replacement position for another full-time art faculty member, Wayne Miyata, who retired a few years ago. In recognition of the increased demand in digital media, we have rethought the position so that the ideal candidate for the new position will

have skills to teach courses both in digital media and in Fine Arts, ideally drawing, painting, and ceramics. If filled, this position will bring our full-time art faculty to two, which would be at the same level before Wayne's retirement.

LAH is also asking for another full time English position. The UHCC strategic plan is mandating that we drastically change our developmental English and reading courses to get our students through more quickly. Many options are still on the table, but one thing is clear: whatever models we choose will require a lot more faculty time per student. Two of the most commonly discussed models, for example, are ALP courses and attaching additional credit labs to our current courses. With ALP courses two classes are combined, such as English 22 and English 100, and the cap size for each is generally 10 rather than our current 20. That is, if all of our classes were ALP it would require us to double our current number of developmental English classes to serve the same number of students. The second model requires an additional credit lab be attached to our current English 22 and English 100 classes. Since these labs are for credit, they will require an instructor to be in them as well, greatly increasing the instructional time per student. We are expecting one new English instructor to begin Spring 2016. In effect, this person is a replacement for James Lee. If Brian Cronwell retires at the end of this term, as is expected, we will still be down one full-time English instructor, when, in fact, we need to be up at least two more.

The other request is for a lab assistant to work in the Digital Media classroom so that students could stay and use the lab when no classes are being taught. As Digital Media students often need the software on these computers, we believe this will improve instruction.

Facilities:

The other significant Liberal Arts requests falls under Action Plan 10, Facilities.

LAH is asking for an additional classroom to meet the needs of the expanding Digital Media program. This classroom, however, may be found through a reallocation of other available space on campus. In addition we need dedicated space for an English tutoring lab, and also we need more Smart Boards, desks, and chairs to make our classrooms more flexible for multiple configurations as well as interactive work stations.

SAM's facility requests (repeat request) include additional space for a Math Hale. This, too, might be accomplished through a reallocation of space. To provide quality instruction, our math department is asking to refurnish LRC 123. The suggestion to swap furniture from the last APRU did not work out. We did not find any existing tables on campus that would fit our needs. The space in LRC 123 is tight right now with the large tables. We would like to request smaller and more modular tables. The chairs are also in need of an upgrade. In order for students to succeed in math, they need immediate feedback. When an instructor has difficulty moving around the classroom between chairs and tables, they are sometimes not able to get to all students in an effective and efficient way. With smaller tables, we will be able to increase the interaction between the students and teacher to allow students to ask questions. This creates a less intimidating environment, which is very important for our Native Hawaiian population in particular. Having smaller tables and chairs in that room will also allow for better group work. We also notice that learning happens when students are working together, and our instructors do a lot of group work when reviewing and enforcing topics.

The SAM Division has also initiated two new areas for consideration: the first is to develop a Filipino Studies class as an initiative towards a program in Filipino Studies (Ethnic Studies) Social Sciences. This is due to a system wide discussion towards establishing such a program on all campuses to increase the diversity of Social Science offerings. The second initiative is to facilitate the discussion of an Innovation Center model for multidiscipline on the campus. This model will provide a mechanism where several divisions will work together to solve real world problems provided by the community to address community needs. These projects will provide students with an opportunity to directly work with different faculty and the community to learn to solve problems.

## Program Student Learning Outcomes

The number of program SLOs has been reduced from 9 to 8. For the 2014-2015 program year, all of the following P-SLOs were reviewed by the program:

| Assessed this year? | | Program Student Learning Outcomes<br><br>By the end of the program, Liberal Arts students will be able to . . . |
|---|---|---|
| **1** | Yes | 1) Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic or symbolic expression. |
| **2** | Yes | 2) Make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate; use creative and critical thinking skills to weigh the relative merits of opposing positions; and apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions. |

| Assessed this year? | | Program Student Learning Outcomes<br><br>By the end of the program, Liberal Arts students will be able to . . . |
|---|---|---|
| **3** | Yes | 3) Apply quantitative methods appropriately; analyze real-life situations using numeric, graphical, and symbolic models, and verbally explain these models; and recognize the impact of mathematics on the sciences, society, and everyday life. |
| **4** | Yes | 4) Analyze the behavior of people from psychological, sociological, philosophical, and anthropological perspectives, and knowledgeably consider the social, political, and economic implications of human interactions in order to make informed personal and social choices. |
| **5** | Yes | 5) Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas. 5) Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas. |
| **6** | Yes | 6) Demonstrate a sympathetic awareness of the values and beliefs of their own and other cultures; explain the historical dimensions of contemporary affairs and issues; analyze the interactive roles that social, religious, artistic, political, economic, scientific, and technological forces play in society; and engage responsibly in their roles as citizens with issues affecting themselves, their families, their communities, and the world. |
| **7** | Yes | 7) Demonstrate an aesthetic appreciation of creative and original expression and, making use of natural gifts, acquired knowledge, and the intense discipline of art, engage in creative activities which enrich their quality of life. cooperatively, and engage in healthful physical activity. |
| **8** | Yes | 8) Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity. |

## A) Expected Level Achievement

Our current goal is to have students meeting the program-level SLOs at 70% of assessments meeting the benchmark or greater.

## B) Courses Assessed

Assessment Completion Report for LAH and SAM (Liberal Arts Program)

| | Courses Assessed/Offered | Percentage Courses Assessed |
|---|---|---|
| LAH | | |
| Fall 2014 | 41/59 | 70% |
| Spring 2015 | 39/59 | 66% |
| SAM | | |
| Fall 2014 | 39/49 | 80% |
| Spring 2015 | 40/49 | 82% |
| LIBERAL ARTS | | |
| Fall 2014 | 80/108 | 74% |
| Spring 2015 | 79/98 | 73% |

What the data means:  Despite the administration's best efforts, not all courses are being assessed annually. Some faculty are reporting their assessment results for their courses regularly while other faculty members are doing so sporadically or not at all. This is a long-standing problem. For several years many faculty members have objected to the current model (the CARDs) of gathering data and have resisted complying with the directive to use them. The CARDs are data and numbers intensive, and partly for that reason, this approach was particularly unpopular among the Language, Arts, and Humanities faculty, who felt that the CARDs involved too much additional work and did not allow them to accurately measure what they valued. Currently the administration has created a committee to look into new, more user-friendly models of assessment.

## C) Assessment Strategy/Instrument

We are currently using CARDs to measure how well students are meeting course-level SLOs and program-level SLOs. Through the current Course Outlines (COs) process, we align certain CSLOs to each of our PSLOs to evaluate whether through our courses students are meeting our program goals. The program is in the process of removing program-level SLO Because we have struggled using the CARD system, and many faculty members feel we've outgrown this method of collecting assessment data, we are actively seeking for a better system of data collection.

## D) Results of Program Assessment

| Program_PSLO_Number | Program_Name | PSLO_Title | PSLO_Text |
|---|---|---|---|
| 1a | Liberal Arts | Writing | Communicate effectively in written Standard American English. |
| 1b | Liberal Arts | Oral Communication | Communicate effectively orally in Standard American English. |
| 1c | Liberal Arts | Alternative Communication | Express themselves in, some other form of communication at a basic l whether from knowledge of a second language or through artistic or sy expression. |
| 2a | Liberal Arts | Information Literacy | Make and express critical judgments about issues and ideas after acce analyzing, and synthesizing relevant information, using technology wh appropriate |
| 2b | Liberal Arts | Critical Thinking | Use creative and critical thinking skills to weigh the relative merits of positions |
| 2c | Liberal Arts | Formal Reasoning | Apply knowledge of formal systems of reasoning and logical fallacies in at informed opinions. |
| 3a | Liberal Arts | Quantitative Methods | Apply quantitative methods appropriately |
| 3b | Liberal Arts | Quantitative Analysis | Analyze real-life situations using numeric, graphical, and symbolic mo verbally explain these models |
| 3c | Liberal Arts | Mathematics Appreciation | Recognize the impact of mathematics on the sciences, society, and ev life. |
| 4b | Liberal Arts | Social Science Implications | Knowledgeably consider the social, political, and economic implication human interactions in order to make informed personal and social cho |
| 5a | Liberal Arts | Scientific Understanding | Support opinions and make decisions based upon a scientific understar the physical and natural world. |

| 5b | Liberal Arts | Scientific Method | Appropriately apply the scientific method to test ideas, measure and ⟨ results, develop models, solve problems, and generate new ideas. |
| 6a | Liberal Arts | Multiculturalism | Demonstrate a sympathetic awareness of the values and beliefs of the and other cultures |
| 6b | Liberal Arts | Historical Awareness | Explain the historical dimensions of contemporary affairs and issues |
| 6c | Liberal Arts | Contemporary Analysis | Analyze the interactive roles that social, religious, artistic, political, economic, scientific, and technological forces play in society. |
| 6d | Liberal Arts | Civic Responsibility | Engage responsibly in their roles as citizens with issues affecting them their families, their communities, and the world. |
| 7a | Liberal Arts | Aesthetic Appreciation | Demonstrate an aesthetic appreciation of creative and original expres |
| 9a | Liberal Arts | Healthful Lifestyle | Make informed decisions based on an understanding of the qualities of healthful lifestyle. |
| 9b | Liberal Arts | Cognitive Wellness | Explain the connection between a healthy body and a thoughtful mind |
| 9c | Liberal Arts | Teamwork | Perform group activities cooperatively. |
| 9d | Liberal Arts | Physical Wellness | Perform healthful activities |

## Program Student Learning Outcomes

For the 2014-2015 program year, some or all of the following P-SLOs were reviewed by the program:

| Assessed this year? | | Program Student Learning Outcomes |
|---|---|---|
| **1** | Yes | By the end of the program, Liberal Arts students will be able to . . . 1) Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic or symbolic expression. |
| **2** | Yes | 2) Make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate; use creative and critical thinking skills to weigh the relative merits of opposing positions; and apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions. |
| **3** | Yes | 3) Apply quantitative methods appropriately; analyze real-life situations using numeric, graphical, and symbolic models, and verbally explain these models; and recognize the impact of mathematics on the sciences, society, and everyday life. |
| **4** | Yes | 4) Analyze the behavior of people from psychological, sociological, philosophical, and anthropological perspectives, and knowledgeably consider the social, political, and economic implications of human interactions in order to make informed personal and social choices. |

| Assessed this year? | | Program Student Learning Outcomes |
|---|---|---|
| **5** | Yes | 5) Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas. 5) Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas. |
| **6** | Yes | 6) Demonstrate a sympathetic awareness of the values and beliefs of their own and other cultures; explain the historical dimensions of contemporary affairs and issues; analyze the interactive roles that social, religious, artistic, political, economic, scientific, and technological forces play in society; and engage responsibly in their roles as citizens with issues affecting themselves, their families, their communities, and the world. |
| **7** | Yes | 7) Demonstrate an aesthetic appreciation of creative and original expression and, making use of natural gifts, acquired knowledge, and the intense discipline of art, engage in creative activities which enrich their quality of life. cooperatively, and engage in healthful physical activity. |
| **8** | Yes | 9) Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity. |

## A) Expected Level Achievement

No content.

## B) Courses Assessed

No content.

## C) Assessment Strategy/Instrument

No content.

## D) Results of Program Assessment

No content.

## E) Other Comments

No content.

## F) Next Steps

No content.

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