Liberal Arts

2020
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

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/Unit

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators.

According to the ARPD data, the overall health of the Liberal Arts A.A. program at Hawai'i Community College is *cautionary,* which is improved from last year's *unhealthy* indicator*.* This is due to the Demand and Efficiency indicators being listed as *healthy.* Under Demand, the number of majors increased in 2019-20 to 897 over 821 the previous year (+9%). The number of Native Hawaiian majors increased slightly by 2.5%. The split of full-time vs. part-time students remained about the same, though there was a slight increase from 2% to 4% in fall part-time students who were full-time within the system.

There was an increase in the SSH for program majors in program classes (+6%) and a significant decrease in non-majors taking Liberal Arts courses (-17%), likely due to a drop in the variety of courses offered in an effort to streamline the schedule by limiting low-enrolled sections. The total number of classes taught dropped intentionally from 402 in 2018-19 to 377 in 2019-20 (-6%). While this represents an overall decrease in the SSH of -4%, it is hoped that this will level out as, going forward, fewer classes are cancelled at the last minute and we gain a better understanding of the courses that are most needed and popular among students. This does, however, raise questions about the efficacy of the strategy to cut electives with the goal of decreasing low-enrolled classes. It is recommended that data analysis be conducted to determine if the savings created by cutting low enrolled classes, particularly those taught by lecturers, balances the losses in SSH. That said, we were in a transitional phase during the 2019-20 period, so letting the numbers have time to self-calibrate is important.

Our Efficiency indicators put our health for this category as *healthy* again this year*.* While average class size remained the same at 18 students, the fill rate increased slightly from 75.1% to 77.8% (+2.7%). The number of low-enrolled classes (<10) decreased 28% from 47 to 34, which was intentional as described above. FTE BOR appointed faculty increased from 30 to 33 while the numbers of majors to FTE BOR appointed faculty remained the same at 27. Overall program expenditures increased by 4%.

Our Effectiveness indicators put our health for this category as *cautionary* again this year*.* The number of students successfully completing has been on a gradual increase since 2017-18, from 72% to 75% in 2019-20. From 2016-17 to 2018-19, progress had been made in decreasing the average number of withdrawals per class from 1.5 to 1.2. However, withdrawals increased this year to 1.4. This could be attributed to Covid-19 modality changes interrupting the spring semester and forcing many students and instructors online for the first time. Though Ws increased overall over the previous year, spring Ws when Covid changes affected classes was up by 15%. Fall-to-spring persistence dropped slightly from 72% to 71%.

There was a slightly bigger decrease in fall-to-fall persistence from 47% to 43%. Unduplicated degrees/certificates awarded dropped for the last two years, -6% from 2017-18 to 2018-19 and a further -10% this year. This is probably due to falling enrollment over the last five years and increased transfers. Transfers, on the other hand, increased 13% in 2019-20 over 2018-19 when transfers were down -22%.

Distance education indicators showed that the number of courses was at a four-year low in 2019-20 at 57 classes, down 30% from 81 classes in 2016-17. Likewise, DE enrollments were down 33% from 1777 in 2016-17 to 1191 in 2019-20. Some of the classes that were previously offered online that were not taught online in 2019-20 are listed below.

- AJ 233
- AJ 256*
- ANTH 121 (low enrolled)
- ART 120 (low enrolled)
- BIOC 141 (no available instructor)
- BIOL 141
- BIOL 142
- CHEM 100 (no available instructor)
- CHEM 100L (no available instructor)
- ECED 115 (offered via VIDCON)
- GEOG 101
- HSER 256*
- HUM 100
- HWST 105
- IS 101 (no available instructor)
- LING 121 (low enrolled)
- MICR 130 (no available instructor)
- PHIL 101 (no available instructor)
- PHIL 101W (no available instructor)
- PHIL 102 (no available instructor)
- PHIL 120W (low enrollment)
- PHYL 142 (no available instructor)
- SOC 218W
- SOC 251W
- WS 175W
- WS 176W
- WS 256* (low enrolled)

*Cross-listed courses

In Spring 20, due to Covid-19, classes went all online (synchronous/asynchronous) after March, and many instructors completed training for online teaching. This may increase the number of instructors who decide to teach online in the future, but the suddenness of the change meant that a lot of students and instructors were caught unaware and unprepared for online teaching and learning. ARPD numbers for distance education only show those classes that started the semester with a DE designation. For those, the student success rate was up to 74% over 69% the previous year. DE withdrawals remained about the same in 2019-20 after a significant drop of 29% the year before.

Finally, Liberal Arts program performance indicators show that we had an 11% decline in the number of degrees and certificates earned, from 209 the previous year to 189 this year. Native Hawaiian degree earners stayed about the same. The number of Pell recipients dropped from 144 to 112 (22%), but transfers to UH 4-year institutions was up from 144 to 164 (+12%).

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), History (HIST), Psychology (PSY), and Sociology (SOC) updated GE and Foundations and Diversifications requirements.

Item #1 under last year's action items was to complete outstanding 20% reviews to get back on schedule by the end of 2020. These courses underwent updates in Kuali and/or 20% reviews in 2019-20.

Subj	Num	Title
AG	190V	Internship
AG	192	Selected Topics in Forest Ecosystem Management
AG	291	Forest Restoration Ecology and Ecosystem Management Practicum
AJ	101	Introduction to Administration of Justice
AJ	130	Prevention Specialist
AJ	131	Ethics in Public Services
AJ	150	The Correctional Process
AJ	208	Criminology
AJ	210	Juvenile Justice
AJ	220	Constitutional Law
AJ	221	Criminal Law
AJ	234	Police and Community Relations
AJ	280	Current Issues in Administration of Justice
AJ	290B	AJ Practicum I
ANTH	150	Human Adaptations
ANTH	200	Cultural Anthropology
ART	217	Screen Printing

ASTR	110	Survey of Astronomy
BIOC	141	Fundamentals of Biochemistry
BIOL	101	Biology and Society
BIOL	101L	Biology and Society Lab
BIOL	124	Intro to Environmental Science
BIOL	124L	Intro to Environmental Science Lab
BIOL	171L	Introduction to Biology I Lab
BOT	105	Ethnobotany
BOT	105L	Ethnobotany Lab
CHEM	161	General Chemistry I
CHEM	162	General Chemistry II
CHEM	161L	General Chemistry I Lab
CHEM	162L	General Chemistry II Lab
DNCE	153	Intro to Dance Forms
DNCE	185	Modern Jazz Dance I
DNCE	190V	Aerial Dance I
DNCE	195	Environmental Dance
DNCE	290V	Aerial Dance II
ECON	130	Microeconomics
ECON	131	Macroeconomics
ENG	102	College Reading Skills
ERTH	101	Introduction to Geology
ERTH	101L	Introduction to Geology Lab
ESL	7	Reading and Study Skills I
ESL	11	Basic Grammar and Writing
ESL	20	English Essentials
ESL	21	Introduction to College Reading (ESL)
ESL	21	Introduction to College Reading (ESL)

ESL	25	Academic Listening and Speaking
ESL	20G	Grammar Essentials (ESL)
ESL	20R	Reading Essentials (ESL)
ESL	20W	Writing Essentials (ESL)
ESL	22G	Advanced Grammar (ESL)
ESL	22W	Introduction to Composition (ESL)
FIRE	101	Essentials of Fire Suppression
FIRE	151	Introduction to Wildland Fire Control
FIRE	153	Advanced Wildland Firefighting
FIRE	156	Incident Command System
FIRE	157	Intermediate Wildland Fire Behavior
FIRE	202	Fire Hydraulics
FIRE	207	Hazardous Materials Awareness and Operations
FIRE	210	Fire Administration
FIRE	250	Emergency Medical Technician
FIRE	251	Emergency Medical Technician Practicum
FIRE	101L	Essential of Fire Suppression Laboratory
GEOG	270	Geographic Information Systems in Forest Ecosystem Management
GEOG	270L	Geographic Information Systems in Forest Ecosystem Management Laboratory
GEOG	292V	Special Topics: Study Abroad
HSER	110	Introduction to Human Services
HSER	193	Human Services Practicum I
HSER	293	Human Services Practicum II
HWST	100	Piko Hawai'i: Connecting to Hawaiʻi Island
HWST	101	'Aikapu: Hawai'i Culture I
HWST	102	Mauli Hawaiʻi: Hawaiian Spirituality
HWST	103	Hana Noʻeau: Hawaiian Art Culture
HWST	105	Mea Kanu Hawaiʻi: Hawaiian Plant Culture

HWST	106	Mele Hawai'i: Hawaiian Songs
HWST	130	Hula I: Introduction to Indigenous Leadership Through Hula
HWST	131	Hula II: Development of Indigenous Leadership through Hula
HWST	160	Kahu Ku'una: Hawaiian Stewardship
HWST	201	'Ai Noa: Hawai'i Culture II
HWST	230	Hula III: 'Auana
MATH	103	Introduction to College Algebra
MATH	97E	Introduction to Mathematical Reasoning
PHYL	141	Human Anatomy and Physiology I
PHYL	141L	Human Anatomy and Physiology I Lab
PHYS	151	College Physics I
PHYS	170	General Physics I
PHYS	170L	General Physics I Lab
PSY	100	Survey of Psychology
PSY	179	Psychology of Adjustment
PSY	275	Psychology and the Expressive Arts
SCI	190V	Internship
SCI	292V	Special Topics: Study Abroad
SOC	100	Survey of General Sociology
SOC	265	Community Development
SSCI	111	Food, Water, Energy, Technology: Then and Now
SUBS	130	Intro to Youth Practitioner
SUBS	131	Ethics in Public Services

Going forward, the following 20% course reviews are due next year in AY20-21:

- AG 190V
- AG 245
- AG 245L
- AG 275L
- AJ 103
- AJ 170
- AJ 181
- AJ 182
- AJ 230
- AJ 233
- AJ 250
- AJ 285
- AJ 193V
- AJ 290C
- ANTH 235
- ART 101
- ART 108
- ART 135

- ART 156
- ART 207D
- ART 211
- BIOL 171
- BIOL 172
- BIOL 172L
- BIOL 265
- CHEM 100L
- CHEM 151
- CHEM 151L
- DNCE 195
- DNCE 256
- DNCE 285
- ECED 105
- ECED 110
- ECED 115
- ECED 134
- ECED 140
- ECED 152
- ECED 170
- ECED 190
- ECED 191
- ECED 245
- ECED 252
- ECED 253
- ECED 254
- ECED 255
- ECED 256
- ECED 263
- ECED 264
- ECED 275
- ECED 280
- ECED 291
- ECON 120
- ENG 106
- GEOG 101
- GEOG 101L
- GEOG 170
- GEOG 298
- HSER 130
- HSER 131
- HSER 193
- HSER 245
- HSER 248
- HSER 262
- HSER 293
- HWST 260
- HWST 261
- IS 101
- IS 100V
- JPNS 101
- JPNS 102
- POLS 110
- PSY 214
- PSY 214W
- PSY 251
- PSY 260
- PSY 270
- SOC 200
- SOC 251
- SOC 289
- SOC 290
- SSCI 160
- SSCI 241
- SSCI 250
- SUBS 130
- SUBS 131
- SUBS 132
- SUBS 140
- SUBS 141
- SUBS 230
- SUBS 245
- SUBS 248
- SUBS 262
- SUBS 268
- SUBS 270
- SUBS 275
- SUBS 280
- SUBS 294
- SUBS 295
- WS 151
- WS 176W
- ZOOL 101
- ZOOL 101L

Social Science and Public Services:

The SSCI department lost longtime professors of sociology and psychology to retirement at the end of the academic year. The Fire Science program was officially moved out of Public Services to the Allied Health department at the end of the academic year.

Humanities:

The CM-DMA program proposal was updated to keep up with the industry, adding BUSN 158 as an option to ENT 125 to the certificate, a change suggested by the DMA advisory council. They felt that a social media course was a needed supplemental course for the certificate. The Humanities department lost a longtime professor of speech to retirement at the end of the academic year.

Math & Natural Science:

MNS developed two new experimental early-math courses: MATH 97E (which aligns with the UHCC 75x) and MATH 98 which is a 1-credit co-requisite for MATH 100 supplement. BOT 105 was HAP designated. We are continuing to work on the HWST-STEM ASC (there were questions about it in CRC, so we held off for a year and will resubmit next year). With budget cuts, this department lost the two lab coordinator positions, putting the functioning of the department in jeopardy.

English:

For English, one unfilled position remains on hold. The department continues to offer instructor designated HAP courses, and faculty members also agreed to making ENG 102 an essential piece of First Year Experience (FYE). This includes 1) integration of the Ka'ao model, 2) use of high-engagement strategies, and 3) meeting those outcomes which are a part of the FYE goals (and which are already covered in ENG 102):

1. Students demonstrate good management of their time.
2. Students demonstrate college-ready reading and note-taking skills.
3. Students demonstrate critical thinking through written assignments.

Action Items Review

Item #1 under last year's action items was to continue and increase professional development for the faculty in these four areas: Badging for online education, general distance education training, Ka'ao First Year Experience training, and Avid high-engagement training. Significant progress was made in all four areas, especially due to the sudden move online with Covid-19 in Spring 20. Training continued throughout Summer 2020, and new opportunities were made available with Cares funding.

Item #2 under last year's action items was to improve the quality and increase the quantity of online courses. The previous year, our goal was, by the beginning of Fall 19 semester, to have increased the number of DE courses offered. We were unsuccessful, largely due to overall course cuts. However, by the end of the Spring 2020 semester, nearly all classes had gone online due to Covid-19. We had set a goal of evaluating five DE courses per semester and succeeding in doing so. We accomplished this even with the Covid-19 stoppage in peer evaluations in Spring 20 after March.

DE Course Evaluations AY 2019-20		
Fall 2019	**Course**	**Instructor**
SSCI	AJ 210	Donna Madrid
SSCI	FAMR 230W	Elizabeth Shaver
SSCI	GEOG 102	Drew Kapp
SSCI	PSY 260	Lucy Jones
ENG	ENG 100	Kristine Kotecki
HUM	HAW 101	Kuʻulei Kanahele
Spring 2020	ECED 110	Brenda Watanabe
SSCI	SUBS 270	Lucy Jones
SSCI	WS 176	Lucy Jones

SSCI	PSY 100	Shae Clark
ENG	ESL 21	Carrie Mospens
HUM	HAW 102	Kuʻulei Kanahele
HUM	ASAN 120	Sherry Shepherd
HUM	HAW 101	Ākea Kiyuna

The table below shows course offerings over the last five years. It is unclear why the ARPD reports a certain number of DE courses, but our reports pulled from Academic Logic show another, considerably higher number. According to the 2019 ARPD GPP Data Glossary, the *Number of Distance Education Classes Taught* item "[m]easures the number of classes taught with the mode of delivery as "Distance Completely Online." According to data pulled from Academic Logic, the decrease in DE courses is much lower than the ARPD reports. Our fill rate, successful completion rate, number of withdrawals, and persistence rate are good.

We noted last year, considering that our enrollment and, therefore, the total number of courses overall was decreasing, a more logical goal is to increase the *percentage* rather than the number of DE courses. While DE courses make up 13% of our total offerings, only 8% of cancellations are DE courses, as depicted in the last two lines of the table below. With all the scheduling changes we have put into place over the last three years, we have fewer cancellations overall and a decrease in DE cancellations. This is due to better planning and more strategic course offerings. Fewer cancellations makes scheduling easier for students (and all those involved in assisting students) and leads to better teaching due to fewer last-minute cancellations and schedule changes for lecturers and faculty members. Overall, it can improve retention rates and improve relationships with valued lecturers as well as faculty morale.

Distance Education Offerings at Hawaiʻi CC

Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Courses (STAR)*	108	115	111	102	97
Enrollments	1908	1777	1573	1290	1191
Withdrawals	160	187	156	111	113
Of all courses, % DE Courses *	13%	15%	15%	15%	13%
% Cancelled courses that are DE	32 (15%)	8 (6%)	10 (6%)	11 (7%)	12 (8%)

*Pulled from Star Academic Logic, DE sections/Total sections minus VID sections

Item #3 under last year's action items was to create a First-Year-Experience (FYE) program using AVID resources. A framework had been outlined for our FYE program that would consist of a 1-credit course tied (co-req) to various 3-credit courses taught by instructors who would

volunteer to include FYE content into the curriculum. It was intended that during this AY, these courses would be identified and the instructors trained. FYE plans took a turn, however, and we went in a different, and we believe, better direction. The future of FYE at HawCC remains to be seen but will likely be based on the Kaʻao model.

Item #4 under last year's action items was to reevaluate and reconstruct the student advising structure. While some progress had been made on faculty advising redesign, we expected the work to continue in earnest into the 2019-20 AY. Faculty advising talk story sessions were held, two in Hilo and one at Pālamanui, to hear from faculty about the challenges of advising and to discuss ideas. The outcome of these sessions was the realization that many faculty are already doing the suggested advising/support activities, and a more integrated approach to student support was needed.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a. Program Learning Outcomes (PLOs):

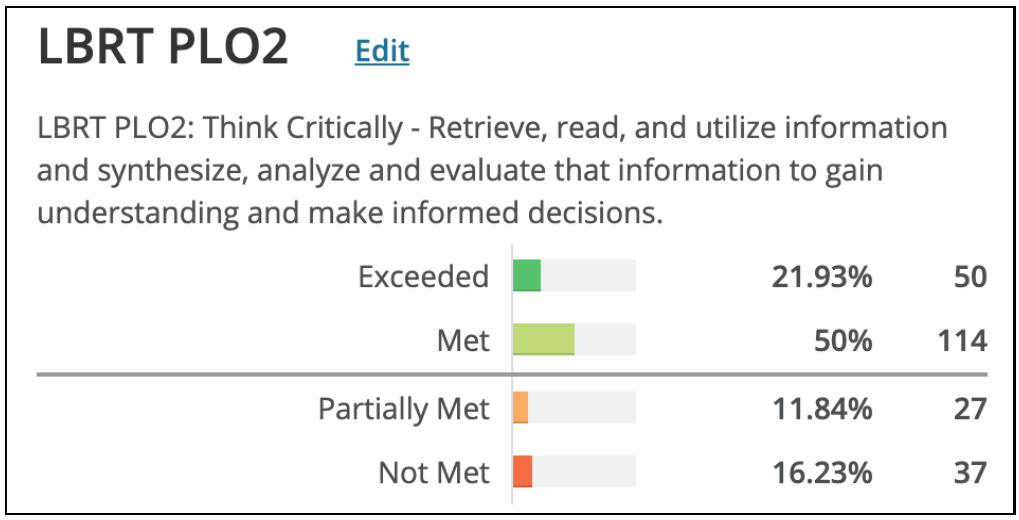
1. Communicate Effectively - Speak and write to communicate information and ideas in academic settings.
2. Think Critically - Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and make informed decisions.
3. Reason Quantitatively - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems.
4. Apply Areas of Knowledge - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences and humanities.
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.

b) **PLOs assessed**: In 2019-20 four out of five program student learning outcomes were assessed: 2, 3, 4, and 5. PLO #1 - Communicate Effectively was not assessed. All assessments took place in Fall 2019. None were conducted in Spring 2020 due to the Covid-19 pandemic.

c) **Assessment results:**

PLO2-*Think Critically* was assessed in Fall 2019 through the following seven courses in the Math and Natural Science and Social Science Departments: BIOL 101, BOT 105, MATH 140, PSY 100, SOC 100, SSCI 111, and PSY 275. The aggregated results are pictured below. Of 228 instances of students assessed, 50 (21.93%) exceeded, 114 (50%) met, 27 (11.84%) partially met, and 37 (16.23%) did not meet expectations.

In BIOL 101, PLO2 is aligned to "CLO1: Apply scientific method of inquiry to the collection, analysis, and interpretation of biological data" and "CLO4: Identify modern biotechnological techniques and relate their applications to the fields of genetics, evolution, and conservation biology." The aggregated results for the assessment of these CLOs are: 25 students (23.81%) exceeded, 45 (42.86%) met, 16 (15.24%) partially met, and 19 (18.1%) did not meet expectations.



In BOT 105, PLO2 is aligned to "CLO1: Demonstrate knowledge of the scientific method and how it is used to solve problems in ethnobotany" and "CLO2: Describe a diversity of ways in which plants and uses of plants have shaped past cultural and historical developments." For these two CLOs, out of seven students assessed, 61.91% of students met or exceeded the expectations. Students performed better on CLO1 than CLO2, for which 71.43% of students only partially met (four) or did not meet (one student). Notes from the instructor: "Despite our attempt to use more videos and emphasize the most influential plants in human history, the majority of the students did not do well with this CLO. Some of the challenges were having to move to a new building early in the semester due to AC failure, then moving back to the original building at the end of the semester. The switch in buildings affected the availability of video equipment and also hindered the ability to bring physical specimens into the classroom. It is hoped that the next time the class is taught, it will be in the proper classroom where the video equipment is working and where there is a fridge and easy parking access to bring in plant specimens. We will continue to try and emphasize the most influential plants by bringing in specimens and showing video and slideshows."

In MATH 140, six students were assessed on six CLOs aligned to PLO2: "CLO1: Identify the graphical and algebraic characteristics of conic sections," "CLO2: Identify the graphical and algebraic characteristics of the trigonometric functions," "CLO3: Solve equations involving trigonometric functions," "CLO4: Use mathematical modeling techniques to solve problems using the trigonometric functions," "CLO5: Employ appropriate technology," and "CLO6: Be sufficiently prepared to meet the demands of the next sequential math course." The aggregated results for these CLOs show that 69.44% of the 48 students taking the class met or exceeded expectations. Instructor notes: "The time set for the course was early morning 8:00 AM so few students ended up coming to the class late or being absent regularly. Students should be more responsible to attend the classes on time and submit their assignments regularly. Instructor can use more visual methods to teach the topic. More practice problems can be given to the students as extra credit...Write from the beginning of the semester more emphasis on word problems should be given."

In PSY 100, 33 students were assessed using a final research paper on the CLO aligned to PLO2: "CLO4: Apply course information to personal lives and possible careers." A random sample of 20% papers from a total of 161 students was collected which totaled 33 artifacts to be assessed. 84.84% of students met or exceeded expectations. The minimum benchmark was that 75% of students would meet or exceed expectations. In this CTL Assessment, all five instructors of the seven sections of PSY 100 collaborated on refining and clarifying the

assignment and the scoring rubric. The work yielded improved writing and fairly strong results. The challenges brought up were that they would like the students to be able to receive the final assignment in the beginning or earlier in the course and that instructors would have the option of breaking up the deadlines for each section, so that students could have the opportunity to improve their papers and research their chosen topic over a longer period of time. The team also felt that the assignment should specify that at least two additional sources outside of the textbook needed to be included in their research, cited both in-text and as a full citation at the end of the paper to familiarize students with the format expected in academic writing.

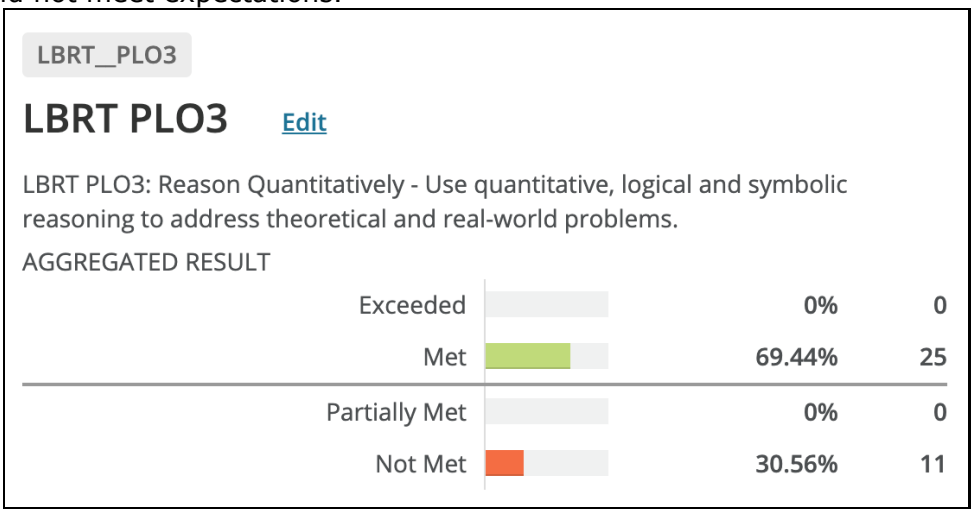
In PSY 275, PLO2 is aligned to "CLO3: Participate in group interactions and discussions which lead to understanding personality dynamics, values, and points-of-view in one's self and others and honors the diversity within a group. (DS#3: Critical Thinking)" and "CLO4: Demonstrate the application of one or more art genre (e.g.) visual arts, writing arts, drama and movement, music to understand one's own intrapsychic processes and personality dynamics (DS#3: Critical Thinking)." However, for this assessment, only CLO4 was assessed with 100% of seven students meeting (three) or exceeding (four) expectations. The assignment used for this assessment was the final paper. A re-assessment will be implemented to see if these strong results were a result of the small class size. It was determined that CLO #3 would be moved to Course Objectives since it is a process of the class and difficult to measure.

In SOC 100, PLO2 is aligned to "CLO2: Apply a global perspective, use critical thinking skills and the scientific method to understand economic, political, and social issues and information." Fourteen students' artifacts were assessed. 64.29% met (seven) or exceeded (two) the expectations, and 28.57% partially met (four), while 7.14% (one) did not meet. The instructor had used an interactive activity called the "Global Games" as a culminating experience for the SOC 100 course for many years. Several years ago, a research essay was added to more effectively measure whether the learning outcomes for the class were being achieved. In the Fall 2019 semester, a 28% random sample of essays from three sections (two regular, one Early College) of SOC 100 were gathered to be assessed. Out of a total of 48 students, 14 artifacts were randomly pulled. The results of this analysis were used to restructure the assessment assignment and the outcomes and objectives for the course. It was determined that the assignment only measured CLO #2 and #4. The team felt that the assignment had to be changed or modified so that CLO #1: "Demonstrate an understanding of the basic vocabulary, research methods, and theories of sociology" could also be measured. It was also discussed that CLOs #3, #4, and #5 should be moved to Course Objectives, since measuring community service is difficult.

In SSCI 111, PLO2 is aligned to "CLO2: Analyze and evaluate benefits and drawbacks of various technological processes and approaches meant to serve human needs and address social problems." Using a final research paper for assessment, 100% of students met the expectations. The assessment assignment was a short final paper which involved identifying a social issue related to food, water, and energy and describing the pros and cons of different technological solutions. The assignment also involved students becoming familiar with research and citing sources correctly. A random sample of 30% of papers was selected (12), and the goal was 75% meeting or exceeding expectations. Instructor notes: "The strength of this assessment round is that students seem to be achieving CLO #2...meant to serve human needs and address social problems. However, a weakness seems to be that the assignment inadequately assessed "CLO #1: Understand the use of central concepts and theories from the social sciences that explain/describe the relationship between human technology and current social trends and issues" and "CLO #3: Engage in activities that connect the course content to local technology initiatives affecting personal livelihood and food/energy/environment

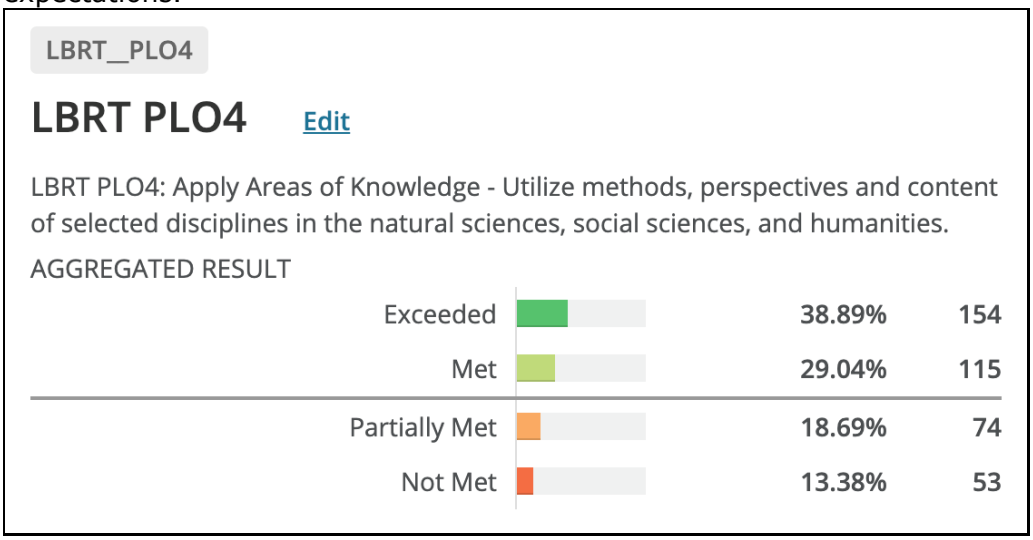
sustainability in Hawai'i." Instructors will have a follow-up meeting to consider assignments which will better measure these CLOs.

PLO3-*Reason Quantitatively* was assessed in Fall 2019 through one course, MATH 140. The aggregated results are pictured below. Of 36 students assessed, 25 (69.44%) met and 11 (30.56%) did not meet expectations.



In MATH 140, PLO3 is aligned to CLO1, 2, 3, 4, 5, and 6 (see above, page 8). This semester was a closing-the-loop (CTL) follow up assessment. The six students assessed performed best on CLO5 and 6 with five out of six students meeting expectations. For CLO1, 2, and 3, four out of six students met the expectations. For CLO4, only half the students, three out of six, met the expectations. Instructor notes are included above on page 8 under the discussion for PLO2.

PLO4-*Apply Areas of Knowledge* was assessed in Fall 2019 through ART 217 in the Humanities department, BIOL 101 and BOT 105 in the Math and Natural Science department, and ANTH 200, ECON 131, GEOG 102, PSY 100, PSY 275, and SSCI 111 in the Social Science department. The aggregated results are pictured below on the left. Of 396 students assessed, 154 (38.89%) exceeded, 115 (29.04%) met, 74 (18.69%) partially met, and 53 (13.38%) did not meet expectations.



In ANTH 200, PLO4 aligns to "CLO1: Understand and use central concepts and theories of cultural anthropology." The final research paper was used for this assessment. Out of 16 student works analyzed, 14 exceeded the expectation, and two met.

In ART 217, PLO4 aligns to "CLO1: Demonstrate control of ink characteristics and print medium interactions through the production of multiple, successive quality prints," "CLO2: Produce screen prints that visually demonstrate a unique artistic voice," and "CLO3: Produce a portfolio that demonstrates understanding of screen printing techniques and processes." For CLO1, 11 out of 15 students met or exceeded the standard, while two partially met and two did not meet. Instructor notes: "This is a studio class and students have to work physically and do prints in the classroom. Most students do not know ink characteristics and print medium interactions when the semester starts. Students learn knowledge from lectures and teacher's demonstrations and through the experience of the physical trial of printing. Even though they experience difficulties and mistakes early, their motivation and number of practices will bring them confidence and success in printing. Most students attend the class consistently and work for printing but some student's attendance rate is low. If students do not show up for the class they fall behind not only in turning in the projects but also in learning the techniques. This is a hands-on class and students have to do the work to succeed. Another problem is student's affordability for materials." The instructor noted that some students struggle with the cost of supplies, and lack of printing paper for practicing is an issue. "This is one of the challenges of the course. Without ink and paper, printing does not exist. If students have a limited amount of supplies, their motivation will not be high." While the instructor provides what they can, it's not possible all semester. Extra funding for this class will be a priority when it is next scheduled. Students performed slightly better on CLO2 and 3 with 12 out of 15 meeting or exceeding the expectations.

In BIOL 101, PLO4 aligns to "CLO2: Analyze biological and chemical properties, metabolic processes, inheritance patterns, and ecological relationships of living organisms," "CLO3: Evaluate the roles of DNA, protein synthesis, and evolutionary mechanisms for producing micro- and macro-evolutionary change, and apply these relationships to the phylogenetic classification and diversity of organisms," and "CLO4: Identify modern biotechnological techniques and relate their applications to the fields of genetics, evolution, and conservation biology." For these CLOs, three assignments were used:

- 42 student projects, "Laʻau Lapa Au," were analyzed, for which 28 (66.67%) students met or exceeded the expectation, while six only partially met, and eight did not meet.
- 40 sets of exams, Unit Exams 1 & 3, were analyzed, for which 24 (60%) met or exceeded the expectation, while 10 partially met, and six did not meet.
- 30 papers, Unit 2 Summative Paper ("You Are What You Eat"), were analyzed, for which 21 (70%) met or exceeded the expectation, while eight partially met, and only one did not meet.

During the writing of this assessment, it was observed that the current CLOs for this course as written do not reflect its status as a non-majors course. In comparison to other BIOL101 courses across the system, these CLOs were written for a more advanced course, and are more appropriate to a majors course requirement. Due to the complex nature of the CLOs, it was only possible to assess parts of some of the CLOs as specified under each unit, therefore CLOs need to be rewritten. Also, when courses were disaggregated, there was a very large difference between the course that contained primarily trades course students and the non-trades course. Some new teaching strategies for the trades course may be appropriate.

In BOT 105, PLO4 aligns to "CLO2: Describe a diversity of ways in which plants and uses of plants have shaped past cultural and historical developments" and "CLO4: Recognize culturally

important plants that are found in their communities." For these two CLOs, the final exam was analyzed, and out of seven students assessed, most only partially met the expectations or didn't meet them at all.

In ECON 131, PLO4 aligns to "CLO1: Analyze and evaluate the effect of changes in market conditions on market prices and quantities using the supply and demand model," "CLO2: Measure and interpret key macroeconomic variables," "CLO3: Explain and interpret economic changes using the aggregate expenditure and aggregate demand-aggregate supply models," "CLO4: Evaluate the impact of monetary and fiscal policies on the economy," and "CLO4: Evaluate the impact of monetary and fiscal policies on the economy." Students performed best on CLO4 and 5 and not as well on CLO 2 and 3. 25 final exams were analyzed, for which 52.8% students met or exceeded the expectation, while 30.4% partially met, and 16.8% did not meet. It was expected that 75% of students would meet or exceed expectations. Some examples of why some students did not do well:

- For CLO1, the 24% who partially met expectations were able to interpret the graphs but were unable to correctly analyze the scenarios. The 20% of students who did not meet the standard had trouble both understanding the scenario and interpreting the graphs.
- Similar to CLO1, many students (48%) were able to correctly interpret the effects on the macroeconomic variables of economic growth, inflation and unemployment, but were unable to correctly analyze the scenarios. The 20% of students who did not meet the standard were unable to correctly evaluate and interpret the scenarios as they relate to the aggregate demand and aggregate supply model.

The main strength of this course is that it allows students to be able to apply and relate course material to the current state of the economy. This is evident by the majority of students meeting or exceeding expectations for CLOs 4 and 5. It is clear that most students are able to positively identify policy types and evaluate the effect on macroeconomic variables.

The main challenge with this course was having students graphically illustrate and analyze supply and demand models. The results from the collected artifacts showed a lack of understanding in regards to the supply and demand models. Students participated in class discussions and assignments which showed their ability to properly analyze changes in market conditions. The students will need to be able to fully understand the effects of changes in market conditions on the supply and demand model so that they may better apply this knowledge at the end of the semester.

In GEOG 102, PLO4 aligns to "CLO1: Identify and demonstrate an understanding of major cultural/environmental characteristics of the world's geographic regions" and "CLO3: Demonstrate an understanding of cultural/environmental change and/or circumstance in a geographic setting." For CLO1, 26 students (81.24%) met or exceeded expectations, while four (12.5%) partially met and two (6.25%) did not meet expectations. This surpassed the goal of 75% of students meeting or exceeding the expectation. The CLOs were assessed using a research paper assignment. In the discussion, the assessment team felt CLO1 and CLO3 were being met, but not necessarily CLO2. The course content of GEOG 102 covers CLO2 more than adequately, but a prompt to elicit responses to CLO2 is necessary for the next assessment assignment.

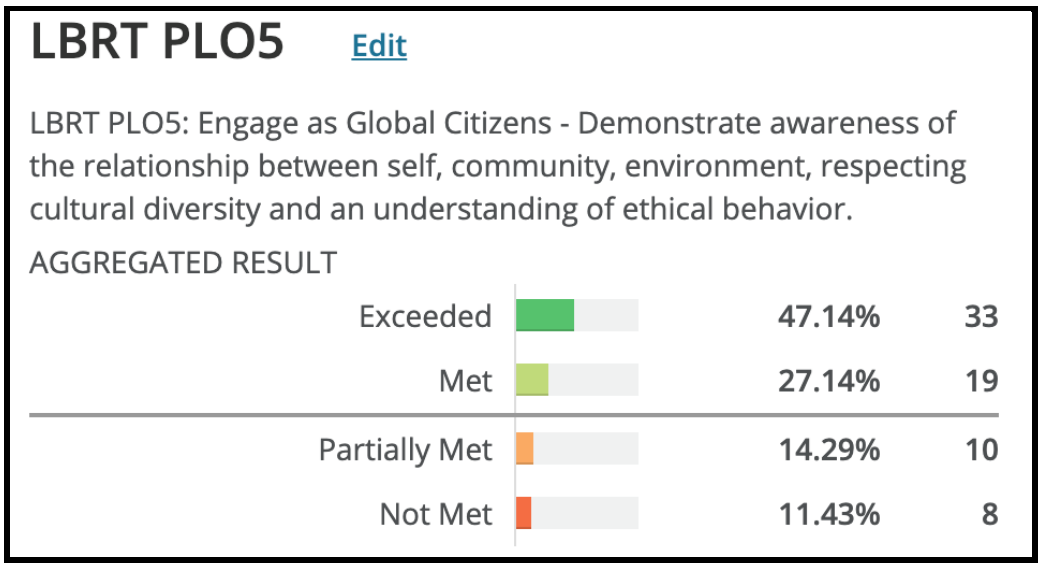
In PSY 100, PLO4 aligns to "CLO1: Demonstrate an understanding of the field of psychology including vocabulary, principles, and theories," "CLO2: Describe the major research methods, ethical issues, and applications," and "CLO3: Demonstrate an understanding of the biological and environmental basis of human behavior." 84.84% of students met or exceeded

expectations on the final research paper used for this assessment. The minimum benchmark was that 75% of students would meet or exceed expectations.

In PSY 275, PLO4 aligns to "CLO1: Apply major concepts and theories of Jungian psychology to understanding the structure of the personality and intrapsychic processes" and "CLO2: Apply major concepts and principles of expressive arts psychology to understanding the structure of the personality and intrapsychic processes."

In SSCI 111, PLO4 aligns to "CLO2: Analyze and evaluate benefits and drawbacks of various technological processes and approaches meant to serve human needs and address social problems." 100% of the 12 students assessed met expectations on the final research paper assignment.

PLO5-*Engage as Global Citizens* was assessed in Fall 2019 through the following courses in the Math and Natural Science and Social Science Departments: ANTH 200, BOT 105, and PSY 100. The aggregated results are pictured below on the right. Of 70 instances of students assessed, 33 (47.14%) exceeded, 19 (27.14%) met, 10 (14.29%) partially met, and 8 (11.43%) did not meet expectations.



In ANTH 200, PLO5 aligns to "CLO2: Recognize and describe diversity across cultures" and "CLO3: Apply anthropological perspectives to our own culture." 100% of students met the standard, which was measured using a research essay. Out of the 16 students who were assessed, 14 of them exceeded the outcome and the remaining two students met the outcome. A random sample of 16 papers (30%) of a total of 53 students enrolled in three sections of ANTH 200 taught by two longtime lecturers in the Fall 2019 semester were pulled for an initial assessment. The value of this assessment round was the rich discussion between the two instructors who usually teach multiple sections of ANTH 200 every semester. They exchanged information about their texts, resources, and the role of discussion in meeting CLOs as a buttressing activity to the writing of the research essay. They discussed the advantages and disadvantages of their slightly different instructions for the required assessment paper and hypothesized whether these differences affected their ability to achieve all three CLOs for ANTH 200. Because of the result of the majority of students exceeding expectations, they concluded that the differences accommodated their different teaching styles without sacrificing

achievement of the CLOs. A modified rubric and assignment will be used in the CTL assessment of ANTH 200 to be conducted in Fall 2020.

In BOT 105, PLO 5 is linked to "CLO2: Describe a diversity of ways in which plants and uses of plants have shaped past cultural and historical developments," "CLO3: Discuss and appreciate the roles of plants in their personal daily lives," and "CLO4: Recognize culturally important plants that are found in their communities." Students performed best on CLO3 (five out of seven met or exceeded expectations) but not so well on CLO2 and 4. For CLO2, of the seven students assessed, only two met or exceeded expectations. For CLO4, only one did. The results of this assessment indicate that there was a significant drop in students meeting the CLOs. The instructor noted that it could be due to the moving of classrooms as stated above, but it seemed that students had difficulty learning the culturally important plants in their community. It also may have been that too much time was spent working on the scientific method with less attention spent on community plants. A balance of teaching the important subjects will be sought the next time this class is taught. Also, with a classroom that is able to store specimens and have good access for delivery should improve exposure of community plants to students.

In PSY 100, PLO 5 is linked to "CLO4: Apply course information to personal lives and possible careers." Out of 33 students, 48.48% (16) exceeded expectations, 36.36% (12) met expectations, 6.06% (two) partially met expectations, and 9.09% (three) did not meet expectations. The Final Paper for the course which assessed all four CLOs for PSY 100 was assigned to seven sections of the course in Fall 2019. Three were completely online sections and f were face-to-face sections. A random sample of 20% papers from a total of 161 students was collected which totaled 33 artifacts to be assessed. The minimum benchmark was that 75% of students would meet or exceed expectations. This was a CTL assessment, and all five instructors of the seven sections of PSY 100 collaborated on refining and clarifying the final paper assignment that is commonly assigned. They paid careful attention to making clear to students that the four sections of the assignment directly correlated with the four CLOs. They also worked on refining the scoring rubric to make it clear which section of the Assignment corresponded to which of the three components being assessed. The evaluators were very pleased with the results, which demonstrated that 85% of students in the random sample met or exceeded expectations. The instructors felt that the final paper assignment was a good indicator of student learning and a very good assessment tool for the course.

d) Changes that have been made as a result of the assessments:

ANTH 200 - The common rubric went through five different drafts before the assessment team felt that they had made a better fit with both the assignment and the CLOs. Both lecturers will make changes in how the instructions to their assessment assignments are worded to increase clarity and precision around measuring the three CLOs. The modified rubric and two assignments will be utilized in the CTL assessment of ANTH 200 to be conducted in Fall 2020.

ART 217 -The instructor noted that some students struggled with the cost of supplies, and lack of printing paper for practicing is an issue. While the instructor provides what they can, it's not possible all semester. Extra funding for this class will be a priority when it is next scheduled. Most students attend the class consistently and practice printing techniques regularly, but some student's attendance rate was low. Instructor will emphasize the importance of regular practice from the beginning of the semester. The department will assist the instructor with practice materials where possible by seeking out donations from local printing companies.

BIOL 101 - CLOs will be rewritten to be more appropriate for a non-majors science course and simplified for ease of assessment. Some new teaching strategies for the trades students are under consideration.

BOT 105 - The instructor will continue to emphasize the most influential plants by bringing in specimens and showing videos and slideshows. A balance of teaching the important subjects will be sought the next time this class is taught. Also, with a classroom that is able to store specimens and have good access for delivery should improve exposure of community plants to students.

ECON 131 - There will be more practice/assignments for students to illustrate shifts in supply and demand as well as evaluate their implications. The instructor will create more video tutorials demonstrating the illustration of graphs and impacts on different economic scenarios, emphasizing increases and decreases in price and quantity. More time will be spent on the effects of market conditions and the aggregate demand/aggregate supply models.

GEOG 102 - The instructor will modify the assignment to include a prompt that specifically addresses CLO2 and, for the CTL, ensure that both DE and F2F classes and all instructors of GEOG 102 will use the same assessment artifact.

MATH 140 - The instructor will use more visual methods to teach the topic and give more practice problems to the students as extra credit. They will also write from the beginning of the semester, putting more emphasis on word problems.

PSY 100 - Students will receive the final assignment in the beginning of the semester or earlier in the course, and instructors will have the option of breaking up the deadlines for each section, so that students will have an opportunity to improve their papers and research their chosen topic over a longer period of time. The team also felt that the assignment should specify that at least two additional sources outside of the textbook need to be included in their research, cited both in-text and as a full citation at the end of the paper to familiarize students with the format expected in academic writing.

PSY 275 - It was determined that CLO #3 would be moved to Course Objectives since it is a process of the class and difficult to measure.

SOC 100 - The results of the assessment analysis were used to restructure the assessment assignment and the outcomes and objectives for the course. It was determined that the assignment only measured CLO2 and 4. The assignment had to be changed or modified so that CLO1: "Demonstrate an understanding of the basic vocabulary, research methods, and theories of sociology" could also be measured. It was also discussed that CLO3, 4, and 5 should be moved to objectives, since measuring community service is difficult.

SSCI 111 - The assignment inadequately assessed CLO1 and 3. Instructors will have a follow-up meeting to consider assignments which will better measure these CLOs.

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. **Improve the quality of online teaching and learning**

Much progress was made in this area, especially due to the sudden move online with Covid-19 in Spring 20. The expected continuation of mostly online learning will require that faculty PD in these areas remain a focus. Our goal this year is 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 the year if they are teaching online, synchronously or asynchronously.

How this goal aligns with the College's Mission and Strategic Plan:
Distance education used to be said to be the learning wave of the future, and over the past decade its popularity has increased and the quality has improved. The truth is DE is fully with us now in a way that we never expected. Covid-19 unceremoniously ushered in a new way of teaching and learning for unparalleled numbers of faculty, staff, and students, regardless of their preparation and training. If we were focused on DE quality before, we are doubly so now with *the goal of promoting lifelong learning and allowing all members of our Kauhale to pursue and achieve their academic goals.* Also aligns with HPMS Action Strategy 2, UHCC HGI, and Hawai'i Innovation Initiative (HI2) goals.

2. **Reevaluate offerings due to Covid-19 and make use of Cares funding while judiciously managing our budget**

We will continue to evaluate course offerings and, wherever possible, use CARES funding to maintain quality and support for students and instructors. Budgets will be carefully managed to eliminate overspending while providing for the needs of good teaching and learning.

How this goal aligns with the College's Mission and Strategic Plan: Aligns with HPMS Action Strategy 1 and general financial situation need to reduce spending due to Covid-19 cuts.

3. **We will continue to advocate for positions that have been swept, including those recently vacated by full-time faculty.**

In order to best provide for the needs of our students and the college, departments must be fully staffed by full-time faculty. Below is the priority list for Liberal Arts faculty agreed upon by the department chairs and the dean.

Priority of Liberal Arts Faculty Positions to be filled:

1. Speech (Foundations Course)
2. Psychology
3. Sociology
4. Math

How this goal aligns with the College's Mission and Strategic Plan: Aligns with HPMS Action Strategy 5 and Modern Teaching and Learning Environments.

5. Resource Implications

(physical, human, financial)

We are requesting re-allocation to fill the positions noted above at the end of Part 4.

- Speech
- Psychology
- Sociology
- Math

College: Hawai'i Community College
Program: Liberal Arts
Status: Report Complete

Program Quantitative Indicators

Overall Program Health: Cautionary

#	Demand Indicators	2016-17	2017-18	2018-19	Demand Health
1.	Number of Majors	901	894	821	
1a.	Number of Majors Native Hawaiian	398	399	358	
1b.	Fall Full-Time	49%	51%	52%	
1c.	Fall Part-Time	51%	49%	48%	
1d.	Fall Part-Time who are Full-Time in System	3%	2%	2%	
1e.	Spring Full-Time	48%	49%	45%	
1f.	Spring Part-Time	52%	51%	55%	Unhealthy
1g.	Spring Part-Time who are Full-Time in System	2%	3%	3%	
2.*	Percent Change Majors from Prior Year	-6%	-1%	-8%	
3.	SSH Program Majors in Program Classes	13,208	12,906	11,772	
4.	SSH Non-Majors in Program Classes	11,120	9,932	8,723	
5.	SSH in All Program Classes	24,328	22,838	20,495	
6.	FTE Enrollment in Program Classes	811	761	683	
7.	Total Number of Classes Taught	456	428	402	

#	Efficiency Indicators	2016-17	2017-18	2018-19	Efficiency Health
8.	Average Class Size	19	19	18	
9.*	Fill Rate	78.6%	78.8%	75.3%	
10.	FTE BOR Appointed Faculty	30	27	30	
11.*	Majors to FTE BOR Appointed Faculty	30	33	27	
12.	Majors to Analytic FTE Faculty	18	19	19	
12a.	Analytic FTE Faculty	48	45	42	
13.	Overall Program Expenditures	$0	$0	$0	Healthy
13a.	General Funded Budget Allocation	$0	$0	$0	
13b.	Special/Federal Budget Allocation	$0	$0	$0	
13c.	Tuition and Fees	$0	$0	$0	
14.	Cost per SSH	$0	$0	$0	
15.	Number of Low-Enrolled (<10) Classes	46	48	50	

#	Effectiveness Indicators	2016-17	2017-18	2018-19	Effectiveness Health
16.	Successful Completion (Equivalent C or Higher)	73%	72%	74%	
17.	Withdrawals (Grade = W)	666	604	477	
18.*	Persistence Fall to Spring	71%	69%	72%	
18a.	Persistence Fall to Fall	47%	44%	47%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	223	221	209	
19a.	Associate Degrees Awarded	222	221	209	
19b.	Academic Subject Certificates Awarded	2	0	0	
19c.	Goal	0	0	0	Cautionary
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0	
20.	Transfers to UH 4-yr	190	185	144	
20a.	Transfers with degree from program	111	73	60	
20b.	Transfers without degree from program	79	112	84	
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d.	Difference Between Transfers and Goal				

#	Distance Indicators	2016-17	2017-18	2018-19
21.	Number of Distance Education Classes Taught	81	72	61
22.	Enrollments Distance Education Classes	1,777	1,573	1,304
23.	Fill Rate	84%	84%	80%
24.	Successful Completion (Equivalent C or Higher)	69%	70%	69%
25.	Withdrawals (Grade = W)	187	156	112
26.	Persistence (Fall to Spring Not Limited to Distance Education)	55%	56%	60%

#	Performance Indicators	2016-17	2017-18	2018-19
27.	Number of Degrees and Certificates	222	221	209
28.	Number of Degrees and Certificates Native Hawaiian	86	106	79
29.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
30.	Number of Pell Recipients[1]	141	150	144
31.	Number of Transfers to UH 4-yr	190	185	144

* Used in Rubric to determine Health Indicator

Date Last Modified: 2019-10-15 11:42:55