

LAPS Dean Report to College Council – October 2015 meeting

The LBRTs DCs held their most recent meeting this past week with an emphasis on preparing for PLO assessment in Quantitative Reasoning, and a continuing discussion of their interest in reducing the number of PLOs for the Liberal Arts Program. Reshela DuPuis joined us once again to provide input on both the QR PLO assessment plan and on the implementation of PATH. Also discussed was concern for program modification proposals impacting the AA LBRTs, and who is appropriate to initiate those at what level. Consensus was that those modifications which would alter Core and Graduation requirements should be proposed/endorsed by all LBRTs DCs, whereas those impacting Areas of Knowledge might fall under the purview of the most appropriate DC and department faculty only. The DCs still wish to survey the faculty about process recommendations for changing PLOs.

An All-Liberal Arts meeting was held as part of E Imi Pono Day from noon to 2 PM with a two-part agenda. The first portion of the meeting addressed the learning that occurred from conducting the written communication assessment last May. Concerns for consistent expectations around citation of sources and the use of Turnitin, as well as the construction of assignments to promote best practice in utilizing resources were items of concern. The second portion of the agenda included an opportunity for cross-disciplinary discussion of proposed changes to the Program Learning Outcomes for Liberal Arts. Last year the LBRTs DCs drafted suggested PLOs that were fewer in number than the current ten that reflect verbatim the GELOs (General Education Learner Outcomes). The suggestion to reduce the number of PLOs for LBRTs stems from concerns for assessing each regularly and more fully. Draft language that attempts to combine existing PLOs was shared within department meetings last spring, but with the slimmed down AA proposal still in debate, a decision was made to wait until this year to move forward the idea of fewer PLOs. Feedback from DCs was that there seems to be support in each department for reducing the number of PLOs. As discussed at the Assessment Summit on August 20th, the process for altering PLOs is not necessarily well-defined. Clearly opportunity for broad discussion of any such change is in order, however, and the All-Liberal Arts meeting was one such opportunity. The DCs submitted a Curriculum Modification Proposal to CRC to reduce the number of PLOs as well, in case the CRC decides their approval is appropriate as a precursor to Academic Senate involvement. A draft ballot for LBRT faculty input has been distributed regarding the relative wisdom of reducing PLOs and offering some suggestions for wording.

The Big Island ECHS Mini Conference was held September 15th with Representatives from the National Association of Concurrent Enrollment Programs presenting information about early college programming elsewhere. The group was brought in by Hawaii P-20. Reactions were positive and high school partners were able to interact around best practices.

Conversations with faculty and administrators at other CCs about changes to dev ed math and English continue and representatives from our respective departments are involved, including DCs in both areas. This comes from the UHCC system's Student Success and Strategic Action Council and reflects comments VP Morton made during recent campus visits about the need to address the rate at which the system loses students in a lengthy developmental ed sequence. It is anticipated that major changes to our models in place across the system may be made as early as fall 2016.

The STEMEI (STEM Enhancement Initiative) met September 17th at the new STEM Center in 396. Classes, tutoring and a new mobile computer lab help distinguish the space. The group is open to new members from Math, Science and CTE programs. Additionally representatives from that group met this past week with instructors from UHH and the DOE to examine how we might improve the STEM pipeline to HawCC and UHH programs.

The Student Success Committee is looking to emerge in a slightly modified format more closely paralleling the system's initiatives. Sam Giordanengo, Grace Funai and I will be the nominal leads of the effort with subcommittees related to dev ed reform, distance ed, Pathways, student support and other initiatives similar to those being discussed at system.

Discussions about the use of a data analysis tool, PAR Analytics, are being held with representatives from multiple UH campuses. The data in the tool can be used to identify roadblocks to student progress toward degree in the hopes of addressing issues that might make that progress more predictable and efficient.

Discussions about 2+2 programs with several departments at UHH have been held recently, with the hope that greater communication and enhanced planning might help increase the likelihood that HawCC students transfer more

seamlessly. These involve transposing UHH's four-year maps to HawCC offerings and looking to eliminate overlaps and gaps, allowing more students to move with fewer issues from the lower to the upper division and to earn a Bachelor's degree in as close to four years as possible. UHH has assigned a person to examine such maps and to work on identifying means by which to enact them.

Progress is slowly being made on the construction of a "Transfer Effectiveness Report" that should help us identify how many students move how expediently into four-year programs at UHH from our transfer programs here. Shawn Flood and Jason Santos have been working quietly for a year on designing a tool that might provide us more readily available quantifiable data about the success of our students once transferred.

Also in discussion is the use of STAR as a registration tool, whereby students might be able to view the courses they still need to make progress toward their degree and to select those courses in STAR and actually register for them in the enhanced STAR tool. Accomplishing this improvement for student registration and degree progress may involve necessary changes to the timeline in which we schedule courses and make catalog and program changes since STAR would need to be fully functional with any program and catalog changes, as well as a schedule of courses prior to the start of registration.

MySuccess/Starfish early alert surveys were distributed during the fourth week of instruction and the "recommend withdrawal" survey will be coming forth in the eighth week. This is another opportunity to advise students about their academic progress within specific courses so that they might choose to avoid likely failure. Faculty are encouraged to use the recommendations prudently, and are reminded that any comments entered are viewable by the student.

Academic advising assignments are being updated in Banner using categories newly admitted students indicated were of interest to them academically or in terms of career goals. While CTE assignments are relatively straightforward, preprofessional goals in Liberal Arts are a little harder to assign. We are trying to be more deliberate in making assignments, but we also recognize that these student choices can lead to inequitable advising loads. A group of faculty are planning on attending a conference on academic advising this month to gather ideas for improvement.

Program review training has been conducted and Public Services programs and the LBRTs, HWST and ASNS programs are involved in completing these by mid-November. Reviews are also conducted in dev ed and ESL areas.

CCSSE- Community College Survey of Student Engagement – will be administered this spring at all UHCC campuses, including ours. Please recognize that the longitudinal data provided by this valid and reliable survey instrument can help us leverage student engagement to increase the likelihood of student success. Last year faculty and student interaction and communication was an area of concern about which the Student Success Committee decided we should learn more based on the 2014 administration.

I look forward to continuing to work with faculty and staff on these and other initiatives to promote our students' success.

Chris