

# Liberal Arts



## 2019 ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**KAUA'I**  
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

## 1. Program Description

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### Program or Unit Mission Statement

#### Program or Unit 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 Hawai‘i 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 lifelong learning.

### Part I. Program Description

<b>Date of Last Comprehensive Review</b>	1/1/2015
<b>Date Website Last Reviewed/Updated</b>	10/30/2019
<b>Target Student Population</b>	Primary: All students enrolled in Liberal Arts. Secondary: Foundation/Diversification and support courses for all programs
<b>External Factor(s) that Affected the Program or Unit</b>	Overall declining enrollment; increased number of specialized related programs such as Hawaiian Studies, Natural Sciences (ASNS Concentrations); Remedial/Developmental acceleration mandate

## 2. Analysis of the Program

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Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop-outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

### **The Overall Program Health is Cautionary**

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop-outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

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Demand Indicators		2016-17	2017-18	2018-19	Demand Health
1.	Number of Majors	526	494	409	Unhealthy
1a.	Number of Majors Native Hawaiian	162	163	135	
1b.	Fall Full-Time	34%	32%	30%	
1c.	Fall Part-Time	66%	68%	70%	
1d.	Fall Part-Time who are Full-Time in System	5%	6%	5%	
1e.	Spring Full-Time	27%	27%	25%	
1f.	Spring Part-Time	73%	73%	75%	
1g.	Spring Part-Time who are Full-Time in System	8%	6%	8%	
*2.	Percent Change Majors from Prior Year	-3%	-6%	-17%	
3.	SSH Program Majors in Program Classes	6,975	6,475	4,978	
4.	SSH Non-Majors in Program Classes	4,045	4,406	4,929	
5.	SSH in All Program Classes	11,020	10,881	9,907	
6.	FTE Enrollment in Program Classes	367	363	330	
7.	Total Number of Classes Taught	244	246	233	

Efficiency Indicators		2016-17	2017-18	2018-19	Efficiency Health
8.	Average Class Size	16	15	15	Healthy
*9.	Fill Rate	70.90%	70.10%	67.20%	
10.	FTE BOR Appointed Faculty	26.25	27.75	24	
*11.	Majors to FTE BOR Appointed Faculty	20	17	17	
12.	Majors to Analytic FTE Faculty	21	19	17	
12a.	Analytic FTE Faculty	25	26	24	
13.	Overall Program Budget Allocation	\$2,184,538	\$2,295,689	\$0	
13a.	General Funded Budget Allocation	\$2,132,525	\$2,242,423	\$0	
13b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
13c.	Tuition and Fees	\$52,013	\$53,266	\$0	
14.	Cost per SSH	\$197	\$0	\$0	
15.	Number of Low-Enrolled (<10) Classes	51	54	52	

Effectiveness Indicators		2016-17	2017-18	2018-19	Effectiveness Health
16.	Successful Completion (Equivalent C or Higher)	71%	73%	75%	Cautionary
17.	Withdrawals (Grade = W)	278	227	190	
*18.	Persistence Fall to Spring	69%	74%	68%	
18a.	Persistence Fall to Fall	45%	45%	42%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	47	66	86	
19a.	Associate Degrees Awarded	46	66	53	
19b.	Academic Subject Certificates Awarded	1	0	33	

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19c.	Goal	0	0	0
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0
20.	Transfers to UH 4-yr	53	45	50
20a.	Transfers with degree from program	18	20	17
20b.	Transfers without degree from program	35	25	33
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal			
20d.	Difference Between Transfers and Goal			

	<b>Distance Indicators</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
21.	Number of Distance Education Classes Taught	20	22	27
22.	Enrollments Distance Education Classes	375	445	490
23.	Fill Rate	77%	84%	74%
24.	Successful Completion (Equivalent C or Higher)	65%	70%	70%
25.	Withdrawals (Grade = W)	44	36	59
26.	Persistence (Fall to Spring Not Limited to Distance Education)	59%	62%	60%

	<b>Performance Indicators</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
27.	Number of Degrees and Certificates	46	66	53
28.	Number of Degrees and Certificates Native Hawaiian	7	15	10
29.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
30.	Number of Pell Recipients <sup>1</sup>	24	42	30
31.	Number of Transfers to UH 4-yr	53	45	50

Although the overall program health is listed as “Cautionary,” this is misleading. As its own program (housing roughly 40% of KCC students) and as a provider of support courses to all campus programs, Liberal Arts continues to be an essential part of the college. As stated in previous years’ APRUs, we are serving a large number of early college & early admit students, both at the high schools and here on campus, accounting for nearly one-third of the college’s total enrollment. This initiative has helped to bolster KCC’s overall enrollment numbers.

The demand indicator, shown as “unhealthy,” is determined solely by the “Percent Change Majors from Prior Year,” which has dipped to -17% from -6% last year. With help from IR, we were able to take a closer look at the reasons underlying this change.

There was a 22% decrease in enrollment in the Liberal Arts program from Spring 2018 to Spring 2019 (102 students). During that same time, campus enrollment decreased by 11%. All else being equal, we could reasonably expect an 11% enrollment decline in LA. That would be a decrease of 49 students. The ASNS and Creative Media degrees increased by a total of 22 students and these students would have traditionally been enrolled in the AA degree. Finally, the number of unclassified, non-early college students increased from 46 to 66, potentially causing LA to lose another 20 students. These possibilities alone account for all but 7 of the 102 student decline from Spring to Spring. It is worth

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noting that even though the overall campus enrollment was down by 11%, enrollment in CTE programs only decreased by 5%. That indicates that more of the students who remained at KCC were interested in obtaining a work-ready credential than an Associate's degree and fits with the overall narrative of what happens during times of decreased enrollment. KCC's regular population is declining. As the student population has declined, the number of majors in the Liberal Arts program has naturally followed suit.

TABLE 1: COMPARISON OF ENROLLMENT IN OTHER POPULATIONS

Population	SPRING 18	SPRING 19	DIFF N	DIFF %
ALL	900	799	-101	-11%
CTE	350	332	-18	-5%
GPP	550	467	-83	-15%
LBRT	469	367	-102	-22%
NSCI	32	41	9	28%
CM	26	39	13	50%
HWST	23	19	-4	-17%

To show that we continue to succeed in creating demand for the classes we teach, we should look at some indicators which are not used in calculating the program's demand health, as in Table 2 below.

TABLE 2: IMPORTANT INDICATORS NOT USED FOR DEMAND HEALTH

Indicators	2015-2016	2016-2017	2017-2018	2018-2019
SSH Program Majors in Program Classes	6298	6981	6481	4978
Ratio of SSH to # of Majors in Program	11.57	13.27	13.12	12.17
Fall % Part-Time	60%	66%	68%	70%
Spring % Part-Time	71%	73%	73%	75%
SSH Non-Majors in Program Classes	3521	4039	4400	4929
Number of Classes Taught	208	244	246	233

The SSH of program majors in program classes has gone down, but when looking at the ratio of SSH to the number of majors, it has remained nearly steady, so we can safely say that we

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continue to do a good job of getting our program students to enroll in program classes. Our students are taking roughly 11-13 credits per year each, meaning that the vast majority of our students are attending half time or less. This aligns with Kaua'i's current low unemployment and the rising cost of living—more students are choosing the necessity of employment over the option of education in order to pay their bills. In order for students to graduate with AA degrees within 2-3 years, we need to get this number as close to 30 credits per year as possible. With 70% - 75% of our students being part-time, we need to find ways to encourage these part-time students to take more credits to progress more quickly towards graduation.

Because of the considerable number of courses we offer that support all other programs on campus (Foundations and Diversification courses), non-LA majors make up an important component of our students. We continue to serve our non-majors well, as there has been a significant and continuing growth in the SSH of Non-Majors in Program Classes. Again, this positive trend might be attributed to the robust early college programs and the collaborative relationship we have built with the high schools on-island.

Efficiency indicators are healthy, with student/instructor ratios and fill rates holding reasonably steady over the past few years. However, it is worth noting that the number of FTE faculty in the program has declined by 3.75 positions over the past year, thereby reducing the program's ability to offer students as many elective course options that would serve to enhance students' college experience and possibly attract more students to the college.

TABLE 3: IMPORTANT INDICATORS NOT USED FOR EFFICIENCY HEALTH

Indicators	2015-2016	2016-2017	2017-2018	2018-2019
Number of Classes Taught	208	244	246	233
FTE BOR Appointed Faculty	19	26.25	27.75	24
Fill Rate	70%	71%	70%	67%

Effectiveness indicators are generally improved, with increases in both student completion rates and transfer rates, and a decrease in student withdrawals. However, because the health indicator is derived solely from "Persistence Fall to Spring," a slight dip from 74% to 68% has led to a "Cautionary" ranking. This dip is likely caused by low unemployment and the rising cost of living—more students are choosing employment over education in order to pay their bills.

In other measures, our Distance Learning success rate continues to improve. In our last APRU, we wrote about improving the quality of instruction in Distance Learning. This year's data

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shows improvement as the success rate increased from 65% in 2016-2017 to 70% in 2017-2018 and 2018-2019, while increasing the number of courses offered, as seen in Table 4.

While the number of students who withdrew from an online class increased, we are serving a record number of students through Distance Learning and the percentage of students withdrawing is not too far off from 2015-2016 and 2016-2017. Our 2018-2019 cohort of online students is being successful and persistent at about the same rate as those in previous years.

TABLE 4: DISTANCE LEARNING

Indicators	2015-2016	2016-2017	2017-2018	2018-2019
Number of Distance Education Classes	21	20	22	<b>27</b>
Enrollments Distance Education Classes	373	375	445	<b>490</b>
Fill Rate	78%	77%	84%	<b>74%</b>
Indicators	2015-2016	2016-2017	2017-2018	2018-2019
Successful Completion (C or higher)	58%	65%	70%	<b>70%</b>
Withdrawals (Grade W)	41	44	36	<b>59</b>
Percent of W	11%	11.70%	8.10%	<b>12%</b>
Persistence (Fall to Spring)	N/A	59%	62%	<b>60%</b>

Of the 46 unduplicated W students, only 8 were full-time. 9 withdrew completely. 11 had no previous credits, and 24 had <15 credits. 13 had 18 - 35 credits, and 9 had 40+ credits. It appears that students with <15 credits are at significantly higher risk in online classes, so they may benefit from additional DL support initiatives.



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TABLE 5: DISTANCE LEARNING WITHDRAWAL RATES

Course	# W	% W	Notes
ART 250	1	17%	Small initial class size inflates %
ENG 100	8	22%	Seven W<15 credits, and 4 of these withdrew from all classes. Another student (=59 credits) withdrew from all classes. Another W student is currently re-taking the course (F2F delivery).
HIST 151	1	5%	
HIST 152	3	33%	Small initial class size inflates %
HLTH 140	1	2%	Student withdrew from all classes.
MATH 111	1	4%	
MATH 112	0	0%	
PHIL 101	4	22%	Small initial class size inflates %
PHIL 103	1	10%	Small initial class size inflates % Student withdrew from all classes.
PSY 100	6	11%	Four W>15 credits. Two withdrew from all classes (1 with <15).

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Course	# W	% W	Notes
REL 150	7	19%	Two W>15 credits. One W student was administratively withdrawn with 100% tuition refund. Two other W students withdrew from all classes.
SOC 100	5	14%	Two W>15 credits. Two withdrew from all classes (1 with <15).
SP 151	3	7%	One W student retook the class (DL delivery) successfully.
SPAN 101	14	24%	Ten W>15 credits, and 1 of these withdrew from all classes. Another retook the class (DL delivery, and again withdrew), and a third is currently enrolled in the course (DL delivery). Six students were not KCC-based, one of whom withdrew from all classes. In addition, three W students had serious health issues.
SPAN 102	1	6%	Student retook the class (DL delivery)
SPAN 201	2	13%	Small initial class size inflates %. One W student is currently retaking the course (DL delivery). Both students were not KCC-based.
SPAN 202	0	0%	

The Liberal Arts program continues to contribute to KCC's system Performance Measures as seen in Table 6. Despite falling enrollments at KCC and across the UHCC system, and increasing numbers of part-time students, the proportion of Liberal Arts degrees/certificates awarded at KCC has either remained relatively steady or improved, and the number of transfers to UH-4yr institutions has increased.

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TABLE 6: PERFORMANCE INDICATORS

Indicators	2015-2016	2016-2017	2017-2018	2018-2019
# of degrees/certificates	88	46	66	<b>53</b>
# of NH degrees/certificates	23	7	15	<b>10</b>
# of STEM degrees/certificates	8	2	9	<b>13</b>
# of Pell Recipients	57	24	42	<b>30</b>
# of Transfers to UH-4yr	48	53	42	<b>50</b>

The Liberal Arts program is continuing to explore ways of streamlining transfers to our 4-year institutions, our main measure of success as a 2-year preparatory program for Bachelor's degrees in the Arts and Sciences. The new Interstate Passport initiative will aid students in transferring to other US institutions of higher learning. New Academic Subject Certificates aligned with UHM and UHH programs are being developed in English and Performing Arts.

### 3. Program Student Learning Outcomes

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- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

List of the PSLOs.

- 1. Indicate PLSOs that were assessed in the year of this APRU.
  - 3. Assessment findings.
  - 4. Changes that have been made as a result of the assessment findings.
  - 5. Next planned assessment date.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
Communicate effectively both orally and in writing in Standard American English.	Yes	The writing component of this PSLO was assessed for 55 students in 4 fields: Context of and Purpose for Writing (85% met), Content Development (85% met), Genre and Disciplinary Conventions (84% met), and Control of Syntax and Mechanics (71% met). In Fall 2018, 57 students across all SP 151 sections were assessed on the oral component of the PSLO, and 93% of those assessed met or exceeded expectations.	A curriculum adjustment to ensure that all WI courses have ENG 100 completion as a prerequisite will ensure that students have had the opportunity to develop writing skills in ENG 100 before being assessed with exit-level expectations in WI courses. A tenure-track English faculty position (as approved in last year's APRU) will enhance ability to offer excellent English instruction to support improvement in this crucial PSLO.	Spring 2021

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
<p>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.</p>	<p>Yes</p>	<p>This PSLO was assessed in all WI courses offered within the program in Fall 2018, using the AAC&amp;U VALUE rubric for Written Communication. 55 students were assessed in 1 field: Sources and Evidence (Source material that is used to extend, in purposeful ways, writers' ideas in a text. Sources may be written, oral, behavioral, visual, or other types of text that writers draw on as they work for a variety of purposes). 78% of students met were ranked as "Acceptable" or "Exceptional."</p>	<p>This PSLO needs to be more appropriately assessed. An assessment plan will be developed to allow for more robust assessment of this PSLO in Spring 2021.</p>	<p>Spring 2021</p>

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
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.	Yes	108 students in 3 math courses (MATH 100, 103, and 115) were assessed. 74% of students in MATH 100 met the benchmark, 92% in MATH 103, and 90% in MATH 115.	Concept quizzes introduced in MATH 103.  Trying a MATH 75X+100 cohort in Fall 2019.	Fall 2021
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.	No	Not Yet Assessed	Not Yet Assessed	Fall 2019

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
<p>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.</p>	<p>Yes</p>	<p>85 students in BOT 101 and SCI 121, 121L, and 122 were assessed. 0% of students in BOT 101 met the benchmark, while all students in SCI 121 and 121L met expectations. In SCI 122, 80% of students met the benchmark.</p>	<p>BOT: A small experiment project was added to the course content Fall 2019 which will now allow students to apply the scientific method to test ideas, measure and evaluate results. In Fall 2018 and Spring 2019 students only learned the scientific method in principle, not practice. SCI: Benchmarks are emphasized early on and assignments and material are directly relevant to it. Concepts and outcomes are reinforced throughout the semester.</p>	<p>Fall 2021</p>
<p>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.</p>	<p>No</p>	<p>Not Yet Assessed</p>	<p>Not Yet Assessed</p>	<p>Fall 2019</p>

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
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.	No	Not Yet Assessed	Not Yet Assessed	Spring 2020

### 4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Plan	Anticipated Outcome	Actual Outcome
<b>Continue professional tutor support for students testing at one level below college-ready standards in English and/or Math</b>	Increase percentage of students testing at one level below college-ready standards completing their college-level English and/or Math course within one semester.	Ongoing. Professional tutors have been instrumental in enhancing student success at this level. A request for continued funding of these tutor positions is included in this APRU. For math, completion in one semester for "one level below" students has improved over the past three years: 54%, 59%, 64% (16-17, 17-18, 18-19). For English, results for the same period have been different: 57%, 35%, 51%. The precipitous drop in 2017/18 coincides with a drastic change in placement criteria which saw many more students placed into "one-level below" who would previously have placed lower. Instructional modifications, including enhanced use of professional tutors, significantly improved outcomes in 2018/19.
<b>Continue professional tutor support for students</b>	An increased number of students testing at two or more levels below	Ongoing. Professional tutors have been instrumental in enhancing student success at this level, most especially in English. A



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<p><b>testing at two or more levels below college-ready standards in English and/or Math</b></p>	<p>college-ready standards completing their college-level English and/or Math course within one year.</p>	<p>request for continued funding of these tutor positions is included in this APRU. In math, completion in one year for “two+ levels below” students has remained essentially the same for the past three cohorts: 32%, 30%, 28% (16-17, 17-18, 18-19). However, the percentage of incoming cohort students enrolling at this level has decreased dramatically: 71%, 45%, 38% (16-17, 17-18, 18-19). This has contributed to an increase in the overall “completion in appropriate time” for our incoming cohorts: 40%, 45%, 53% (16-17, 17-18, 18-19). For English, student success at this level is slowly improving-- 43%, 44%, 63%--due largely to curriculum revision and embedded tutoring. While numbers of students testing into this level have declined (from 76 to 32 for the past two years), this is not due to improvement in student skills; rather, students remain equally weak in reading and composition skills but are placing higher due to the revised placement criteria.</p>
<p><b>Maintain quality instruction in Mathematics and English, especially at the developmental levels</b></p>	<p>Approval and hire of 1 permanent tenure-track English faculty position.</p> <p>Fill math open position</p>	<p>Ongoing. A full-time tenure-track position was approved for English in the 2018/2019 APRU (replacing one of the two existing temporary positions), but this hire was postponed due to budget considerations. Refer to 2018/19 APRU for position justification. The need for the position has not changed. Math was able to fill its open math position after a year-long search.</p>

<p><b>Create Academic Subject Certificates in humanities and arts to attract students interested in such fields and prepare them for</b></p>	<p>Curriculum approval and launch of ASCs in English and Performing Arts. Long-term goal is to increase # students achieving certificates and transferring to 4-year institutions.</p>	<p>Underway. English ASC developed and submitted to curriculum committee by Fall 2019 deadline for launch in Fall 2020. Performing Arts ASC in development.</p>
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<b>transfer to UH 4-year institutions.</b>		
<b>Meet student demand for Biological Science classes</b>	Approval and hire of 1 Biological Science faculty position and 1 Agricultural Science faculty position	Ongoing. Positions (1 Biological Science faculty position and 1 replacement Agricultural Science faculty position) were requested in last year's APRU. The Agricultural position was approved but was postponed due to budget considerations. These positions are again requested in this APRU.
<b>Meet student demand for Art classes</b>	Approval and hire of 1 full-time Art faculty position.	TBD
<b>Properly replace fume hoods in NSCI building</b>	Safe operation of science labs	Ongoing. Replacing the fume hood was requested in last year's APRU and approved. Fume hood is rusting and shedding debris. It is unsafe for use.
<b>Renovation of NATSCI 107 (outdated and unsafe Physical Science lab)</b>	Safe operation of physical science lab	Ongoing. This was requested in last year's APRU and is being re-requested this year. NATSCI 107 requires extensive work to be safe for student use.
<b>Replace two broken analytical balances in chemistry lab</b>	These are needed for safe operation of the chemistry lab.	Ongoing. This was requested in last year's APRU and is being re-requested this year.
<b>Remove the cabinets in the back of the Music Classroom (ART 1-111)</b>	Removal of unusable cabinets for health and ADA compliance.	TBD
<b>Build a free-standing secure storage area for Creative Media equipment adjacent Fine Arts room 101</b>	Construction of a 20x15 foot secured, weather- and humidity-controlled storage area will allow for safe storage of specialized equipment and free up needed classroom space.	TBD

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List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop-outs, etc.).

### Action Plan Activities Completed 2018/2019

- 1) **Organize Discipline Retreats (Math/Science/English) to examine data within the disciplines for the purpose of continuous improvement:** English faculty organized and held a group grading and assessment session at the end of Spring 2019 semester to norm grading and discuss common areas of concern with student writing. Math faculty held a retreat in Spring 2019 to examine course data, discuss a strategy for Early College offerings, and plan future initiatives.
- 2) **Create exploratory majors for Health, Education, and Business in order to provide guided pathways to transfer UH 4-year institutions:** The System-driven initiative to create and support these exploratory majors has been abandoned, and they seem to have served no useful purpose. Anecdotal evidence suggests that students are either (a) confused by the nature of the exploratory majors or (b) are enrolling in the health, education, or business programs directly through the college or University Center. The Health exploratory major was primarily being used to track nursing pre-majors. In Fall 2019, curriculum action was taken to stop out these exploratory majors.
- 3) **Create a first-year study plan to encourage all students to complete their College-Level Math and English in their first 30 credits:** Guided pathways have been created in the STAR GPS system to encourage this. Liberal Arts program website and catalog section set out a guided pathway for full-time students with English and math to be taken in the first semester. We have been more successful than ever before with the students taking math, but more students are avoiding math than they have been in recent years, despite the initiative that students are supposedly encouraged to take math and English early. ARPD data for "% of incoming cohort not enrolling in math" was 21% in F16, 28% in F17, and 41% in F18. For English, the results were 22% in F16, 24% in F17, and 28% in F18. If encouraging students to enroll in math and English during their first semester is a campus priority, we need help from those who work most closely with incoming students.
- 4) **Continue professional tutor support for students testing at one level below college-ready standards in English and/or Math and Continue professional tutor support for students testing at two or more levels below college-ready standards in English and/or Math:** Ongoing. Professional tutors have been instrumental in enhancing student success at this level. A request for continued funding of these tutor positions is included in this APRU. Refer to narrative under "Action Plan Activities Planned for 2019/2020" for justification.
- 5) **Increase Early College Math and English offerings:** Ongoing. Early College offerings have expanded rapidly over the past academic year, now accounting for almost one-third of the college's total enrollment. The majority of these courses are Math and English. New permanent faculty hires in these areas need to specify that part of the teaching assignment may include Early College.
- 6) **Maintain quality instruction in Mathematics and English, especially at the developmental levels:** Ongoing. A full-time tenure-track position was approved for English (replacing one of the two existing temporary positions), but this hire was postponed due to budget considerations. Refer to 2018/19 APRU for position justification. The need for the position has not changed and it is being re-requested in this APRU. Math was able to fill its open math position after a yearlong search.

## 2019 Kaua'i Community College ARPD

Program: Liberal Arts

- 7) **Meet student demand for Biological Science classes:** Ongoing. Positions (1 Biological Science faculty position and 1 replacement Agricultural Science faculty position) were requested in last year's APRU. The Agricultural position was approved but was postponed due to budget considerations. These positions are again requested in this APRU. Refer to the narrative under "Action Plan Activities Planned for 2019/2020" for justification.
- 8) **Replace non-functional and outdated microscopes in Biological Sciences lab:** Twelve 591158 Wolfe Beta Elite Binocular Microscopes were purchased using UHF funds.
- 9) **Replace three fume hoods in NSCI building:** Ongoing. Replacing the fume hood was requested in last year's APRU and approved. Fume hood is rusting and shedding debris. It is unsafe for use.
- 10) **Replace chairs for NSCI 110 classroom:** Existing chairs were uncomfortable and unsafe. New chairs now meet student needs.
- 11) **Replace kiln in ceramics studio:** Ceramics kiln is now fully and safely operational with high-temperature, warp-resistant shelves.

### Action Plan Activities Planned for 2019/2020

- 1) **Continue professional tutor support for students testing at one level below college-ready standards in English and/or Math and Continue professional tutor support for students testing at two or more levels below college-ready standards in English and/or Math:**  
Ongoing. Professional tutors have been instrumental in enhancing student success at this level. Liberal Arts requests continued funding of these tutor positions. In math and English, the use of professional tutors who are both embedded in accelerated courses and who hold hours outside of class time in the Academic Support Center has been crucial to student success. As shown below, in AY 2017-18, students who were tutored in English and math either performed at or above the level of students who were not tutored. 61% of remedial/developmental-level students who received tutoring passed their course, compared to 53% if they did not receive tutoring. This includes students who are placing one or more levels below college-level. 58% of students enrolled in ENG 100/100X (one-level below college-ready) passed their English 100 course, compared to 37% if they did not receive tutoring.  
Data for the 2018/2019 academic year shows even greater impact. 73% of remedial/developmental-level students who received tutoring passed their course, compared to 63% if they did not receive tutoring, a 12% increase since the previous year. 60% of students enrolled in ENG 100/100L (one-level below college-ready) who made use of the embedded professional tutors passed their English 100 course, compared to 53% if they did not receive tutoring.

# 2019 Kaua'i Community College ARPD

Program: Liberal Arts

TABLE 7: TUTORING IMPACT ON ENGLISH AND MATH PASS RATES (2017/2018)

AY 2017/2018 SUBJECT/COURSE NUMBER	% PASSED COLLEGE LEVEL (Tutored)	% PASSED COLLEGE LEVEL (Not Untutored)	% PASSED REMDEV (Tutored)	% PASSED REMDEV (Not Tutored)	# Students Tutored COLLEGE LEVEL	# Students Tutored REMDEV	Total # Students Tutored
<b>ENG</b>	<b>63%</b>	<b>68%</b>	<b>56%</b>	<b>43%</b>	<b>16</b>	<b>27</b>	<b>43</b>
100	63%	68%	58%	37%	16	12	28
100X	N/A	N/A	33%	50%	N/A	6	6
75	N/A	N/A	67%	38%	N/A	9	9
<b>MATH</b>	<b>69%</b>	<b>80%</b>	<b>65%</b>	<b>65%</b>	<b>29</b>	<b>48</b>	<b>77</b>
103	69%	80%	N/A	N/A	29	N/A	29
75X	N/A	N/A	63%	59%	N/A	38	38
82X	N/A	N/A	75%	67%	N/A	4	4
88	N/A	N/A	67%	83%	N/A	6	6
<b>Grand Total</b>	<b>67%</b>	<b>72%</b>	<b>61%</b>	<b>53%</b>	<b>45</b>	<b>75</b>	<b>120</b>

# 2019 Kaua'i Community College ARPD

Program: Liberal Arts

TABLE 8: TUTORING IMPACT ON ENGLISH AND MATH PASS RATES (2017/2018)

AY 2018/2019 SUBJECT/COURSE NUMBER	% PASSED COLLEGE LEVEL (Tutored)	% PASSED COLLEGE LEVEL (Not Tutored)	% PASSED REMDEV (Tutored)	% PASSED REMDEV (Not Tutored)	# Students Tutored COLLEGE LEVEL	# Students Tutored REMDEV	Total # Students Tutored
<b>ENG</b>	<b>72%</b>	<b>72%</b>	<b>63%</b>	<b>59%</b>	<b>18</b>	<b>24</b>	<b>42</b>
100	72%	72%	60%	53%	18	10	28
75	N/A	N/A	64%	62%	N/A	11	11
100L	N/A	N/A	67%	64%	N/A	3	3
<b>MATH</b>	<b>74%</b>	<b>85%</b>	<b>88%</b>	<b>71%</b>	<b>23</b>	<b>17</b>	<b>40</b>
103	74%	85%	N/A	N/A	23	N/A	23
75X	N/A	N/A	88%	70%	N/A	17	17
88	N/A	N/A	N/A	80%	N/A	0	0
<b>Grand Total</b>	<b>73%</b>	<b>76%</b>	<b>73%</b>	<b>63%</b>	<b>41</b>	<b>41</b>	<b>82</b>

The math and English departments would like to continue using professional tutors due to the impact they have had on student success. Very few Kaua'i CC students have the necessary skills to tutor their peers effectively--especially post-acceleration initiative when placement measures in English have been relaxed and many students are entering our composition courses with extremely low skills in reading and writing. Moreover, because the majority of our most talented Kaua'i CC students graduate within a couple of years, it's difficult to both train and retain the few who might qualify as peer tutors. The professional tutors are crucial to the success of our acceleration initiatives.

- 2) **Maintain quality instruction in Mathematics and English, especially at the developmental levels:** Ongoing. A full-time tenure-track position was approved for English in the 2018/2019 APRU (replacing one of the two existing temporary positions), but this hire was postponed due to budget considerations. Refer to 2018/19 APRU for position justification. The need for the position has not changed and it is being re-requested in this APRU.
- 3) **Meet student demand for Biological Science classes:** Ongoing. Positions (1 Biological Science faculty position and 1 replacement Agricultural Science faculty position) were requested in last year's APRU and are again requested in this APRU. The Agricultural position was approved but was postponed due to budget considerations. These positions are again requested in this APRU.

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The Liberal Arts Multi-Year Plans of Offerings (MYPOs) for 20/21 shows that the biological science department needs approximately 5 FTE faculty to fill demand when they currently have only 3 full-time instructors. The 19/20 Academic Year has 3.8 FTE worth of classes being taught by three instructors and one lecturer.

The number of Teaching Equivalencies (TE) assigned to AG courses alone warrants a full-time AG instructor. Our needs, however, extend beyond KCC. We have demand from Kapa‘a High School to offer a robust AG program through Early College that will allow their students to graduate high school while simultaneously completing a 16-credit Certificate of Competence.

Student enrollment in our AG classes has decreased since our full-time instructor left for UH Hilo. As a result, we have had to stop-out our CA and AS degree in Plant Biology and Tropical Agriculture (we still offer an ASC and CO). This decrease can be directly attributed to not having a full-time instructor who can provide services and support that is simply unavailable with lecturers. This includes managing aspects of the laboratories, managing the garden including the oversight of inventory and employees/staff, developing or modifying current course curricula as needed, and maintaining articulation within the system. A full-time instructor would be able to provide traveling opportunities to students to enrich their learning and research experience, as well as creating grant opportunities to supplement the cost of running the program. A full-time instructor will be able to build better relationships with students and can be more involved in committee work and service to the college.

- 4) **Meet student demand for Art classes:** A FTE Art faculty position will enhance the program's ability to offer a coherent and up-to-date array of quality ART courses. Currently, virtually all ART courses not in the Creative Media area are taught by lecturers. This precludes updating basic curricula or developing new courses to respond to student/community need, and compromises the ability to maintain studios and supplies necessary for quality instruction. The number of ART courses (excluding courses specific to the Creative Media program and Digital Photography) being offered has increased steadily in the past few years, approaching the all-time high of 21 discrete sections offered in 2014/2015; 14 in 2015/16; 16 in both 2016/17 and 2017/18; 21 in 2018/19; and 10 in Fall 2019, with another 10 planned for Spring 2020. Over 1100 students have registered in ART classes in the past five academic years. There is sufficient and sustained student demand for Art classes on an ongoing basis (both on-campus and in Early College sections) to warrant a full-time general ART position in drawing/painting.

TABLE 9: STUDENT DEMAND FOR ART CLASSES

ART Course	F14	S15	F15	S16	F16	S17	F17	S18	F18	S19	F19	S20	Total Students F14-F19
101	18	24	13	25	50	28	46	18	46	33	25	14*	326
105	16	27	15	28	16	16	16	16	14	16	16	8*	196
111			16		8						11	n/a	35
113	13	12	15	17	11	18	12	15	33	47	26	11*	219
123	8	7		14								0*	29
126								16	2			n/a	18
157		6	6		7	5		12				n/a	36
199V	1	3										n/a	4
211						9						n/a	9
213	5	5	3	6	4			6	2	8	6	1*	45
223	5	7		3	10							n/a	25
243	11			14		9		12		16		n/a	62
244	9	11	15		11		16		16		14	3*	92
248	10						9					n/a	19
267	9								5			n/a	14
299V						2	4	2	3	6		n/a	17
<b>TOTAL</b>	<b>105</b>	<b>102</b>	<b>83</b>	<b>107</b>	<b>117</b>	<b>85</b>	<b>101</b>	<b>99</b>	<b>120</b>	<b>123</b>	<b>104</b>	<b>n/a</b>	<b>1146</b>

- 5) **Properly replace fume hood in NSCI building:** This work is necessary for safe lab operation. Replacing the fume hood was requested in last year’s APRU and approved. Fume hood is rusting and shedding debris. It is unsafe for use.





- 6) **Replace three aging analytical balances in chemistry lab:**
- 7) **Remove the cabinets in the back of the Music Classroom (ART 1-111):** The cabinets are roach-infested and unusable, and classroom space is overly crowded. It is not ADA-compliant due to the restricted space, and the insect droppings are a health hazard. This minor renovation will alleviate the issue.
- 8) **Build a free-standing secure storage area for Creative Media equipment adjacent Fine Arts room 101:** The Creative Media program is growing rapidly and has considerable amounts of specialized and expensive equipment. Storage space is insufficient for the need, and as a result, the equipment must be stored in the classroom. This makes the classroom overcrowded and unsafe, and jeopardizes the equipment when it is not in use. A 20x15 foot secured, weatherproof storage area will resolve this concern. Stand-alone air conditioning and a dehumidifier would be required components of the structure to ensure maximum useable life expectancy for the equipment stored within.

### **Analysis of Alignment with CPR**

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to \* in this section.

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Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
Increase # of majors in program	No	550	Meet the benchmark	409 majors	# of majors
Increase Persistence	No	75%	Meet the benchmark	68%	% of students Ongoing persisting Fall to Spring
Increase # degrees and certificates	No	70	Meet the benchmark	53	Degrees and certificates earned
Increase # degrees and certificates NH	No	18	Meet the benchmark	10	Degrees and certificates earned
Increase # transfers to UH-4yr	Yes	50	Meet the benchmark	50	Transfers with or without degree
Reduce time to degree	No	40%	Meet the benchmark	22.5%	% of fulltime students who graduate within 3 years.

\*\*All Strategic Goals and Priorities are Aligned to the College Mission.

**Describe any impacts these goals had on your health indicator(s).**

Liberal Arts' last CPR was completed in 2015 and goals were taken directly from the college's Strategic Plan at the time; therefore, the goals identified in that document (listed in the table above) have become obsolete for the upcoming 2020/2021 Academic Year.

## 2019 Kaua'i Community College ARPD

Program: Liberal Arts

Reducing time to degree: Even though our students begin their program as full-time students, the majority dip into part-time enrollment while they attend. The Enrollment Report for First-Time Full-Time population supports this.

TABLE 10: FIRST-TIME, FRESH, CLASSIFIED, ASSOCIATE/CA-SEEKING FULL-TIME STUDENT GRADUATION RATES

COHORT	1YR	2YR	3YR	4YR	5YR	6YR	7YR	8YR	9YR	10YR	11YR
Fall 2006			9.20%	15%	17.5%	19.2%	23.3%	24.2%	25%	26.7%	
Fall 2007		4.1%	14.3%	22.4%	24.5%	29.6%	31.6%	33.7%			
Fall 2008		1.7%	10.8%	21.7%	27.5%	32.5%	33.3%	35%		35.8%	37.5%
Fall 2009		0.6%	9.3%	20.5%	24.2%	26.7%	29.2%	31.7%		32.9%	
Fall 2010		2.4%	11.8%	19.7%	26%	29.9%	33.9%	34.6%	37%		
Fall 2011		1.6%	13.3%	21.1%	26.6%	29.7%	32.8%				
Fall 2012		4.3%	20.7%	30.7%	36.4%	37.9%	38.6%				
Fall 2013		2.8%	17.4%	24.8%	30.3%	33.0%					
Fall 2014	0.8%	4.5%	12.8%	21.1%	26.3%						
Fall 2015		6.6%	23.6%	32.1%							
Fall 2016		4.4%	22.2%								
Fall 2017		1.4%									

\*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to

## 2019 Kaua'i Community College ARPD

Program: Liberal Arts

assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/ Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Program Goal 1: Increase Liberal Arts graduates	Priority Goal 1	Increase # of graduates with an Associate Degree by 5% per year	Increase student graduation rates.	# AA degrees awarded annually	Ongoing
Program Goal 2: Increase Native Hawaiian graduates	Goal 2	Increase # of Hawaiian graduates 5% per year	Increase # of NH graduates.	# NH students graduating with AA degrees annually	Ongoing
Program Goal 3: Increase student transfers	Priority Goal 4	Increase annual # of transfers to four-year programs by 2% per year. (6% for all of KCC)	Increase # of Liberal Arts student transfers to 4-year schools.	# Liberal Arts students transferring to 4-year schools, both within UH system and outside.	Ongoing
Program Goal 4: Accelerate college readiness	Goal 6	75% of students testing at 1 level below college-ready standards will complete their college-level English and/or Math course within one semester. 70% of students testing at 2 or more levels below college-ready will complete their college-level English or Math course within one year.	Decrease student time-to-success in first-year English and Math.	# underprepared students completing college-level English and/or Math within one and two semesters. Compare with # college-ready students completing first-year college English and/or Math in one semester.	Ongoing

# 2019 Kaua'i Community College ARPD

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Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Program Goal 5: Increase student retention	Priority Goal 7	Increase Fall-to-Fall retention to 65%.	Increased student retention.	Fall-to-Fall retention rates for Liberal Arts students.	2019/2020
Program Goal 6: Increase student credit accumulation.	Priority Goal 7	65% of full-time students earn at least 20 credits after 1 year and 65% of part-time students earn at least 12 credits after 1 year.	Increase annual average # of credits earned by students.	# credits earned per year by full- and part-time students	2019/2020
Program Goal 7: Reduce the time to degree	Priority Goal 7	60% of full-time students will graduate within 3 years.	Increase # of full-time graduating in 3 years.	# full-time students graduating within 3 years	Ongoing
Program Goal 8: Increase campus and community sustainability.	Goal 11	Increase # students enrolled in sustainability-related courses.	Increased awareness of sustainability and climate issues for enrolled students.	# of students enrolled in S-designated, SSM, and One-Theme-One-Campus courses	Begin Fall 2020
Program Goal 9: Strengthen distance education offerings.	Priority Goal 12	Evaluations of these courses improve. Increase DL offerings by 5%.	Student and peer evaluations of DL courses improve. Increased # of DL offerings.	Average student satisfaction with DL courses as determined by course evaluations. # courses ranked by peer evaluations as satisfactory or better. # DL offerings	Ongoing

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Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Program Goal 10: Reduce the cost of education for students.	Priority Goal 14	Implement zero-cost textbooks in at least 5 classes.	Decrease textbook costs for students.	# courses with zero-cost textbooks	Ongoing
Program Goal 11: Foster and promote Hawaiian culture and language in everyday campus operations and culture.	Priority Goal 15 (Hawai'i Papa O Ke Ao)	Foster and promote Hawaiian culture and language in collaboration with other campus entities.	Increased use of Hawaiian in on-campus signage and in everyday operations. Long-term Outcome: All college forms and degrees available in Hawaiian and English. All buildings and named areas will have Hawaiian name equivalents.	# of campus signs/building names using Hawaiian language. # internal processes and forms using Hawaiian language (eg. division & committee agendas, paper and online forms)	Spring 2020
Program Goal 12: Incorporate Native Hawaiian values into program decision-making processes	Priority Goal 15 (Hawai'i Papa O Ke Ao)	Include Native Hawaiian values that impact decision-making	Incorporate Native Hawaiian values into program decision-making processes	Native Hawaiian values relevant to decision-making identified. Process developed and implemented for incorporating these values into division and program decision-making.	Spring 2020

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Program: Liberal Arts

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Program Goal 13: Continue to offer high-quality, supported instruction in a variety of disciplines taught by well-qualified permanent faculty in well-equipped facilities.	Priority Goals 1 and 7 Goals 6, 9, and 13	Foster and maintain high-quality teaching faculty, professional tutoring, and modern, well-equipped teaching and learning environment.	Hire and retain high-quality full-time permanent faculty in all subject areas in which student demand is steady or increasing. Renovate/improve instructional spaces to industry/best practices standards. Facilitate professional tutoring in math and English to support student success.	Increased faculty retention over 5 years. Improved classroom facilities/teaching environments . Constant or improved professional tutoring availability in English and math.	Ongoing.

## 5. Resource Implications

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**Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).**

I am NOT requiring resources for my program/unit.

## 5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

<b>Program Goal</b>	#1-7, 13
<b>Resource Requested*</b>	<b>Convert one temporary FTE English position to tenure-track</b>
<b>Cost and Vendor</b>	Salary of an instructor
<b>Annual Recurring Cost</b>	Yes, salary and fringe benefits for one instructor
<b>Useful Life of Resource</b>	@ 30 years
<b>Person(s) Responsible and Collaborators</b>	English Coordinator; English Faculty; LAH Division Chair
<b>Timeline</b>	To be hired by Fall 2020. This position was approved in the 2017-2018 APRU budget allocation process, but the Chancellor requested that the English program hold off on the advertisement, selection, and hiring process due to unanticipated resource shortfalls. The program was assured that this position would be re-approved in the 2018-2019 APRU process. The need for the position has not been reduced.

\*An approved ITAC Request Form must be attached for all technology requests

<b>Program Goal</b>	#1-7, 13
<b>Resource Requested*</b>	<b>1 FTE to hire AG instructor (replacement)</b>
<b>Cost and Vendor</b>	Salary of an instructor
<b>Annual Recurring Cost</b>	Yes, salary and fringe benefits for one instructor
<b>Useful Life of Resource</b>	@ 30 years
<b>Person(s) Responsible and Collaborators</b>	SAM Division Chair



2019 Kaua'i Community College ARPD

Program: Liberal Arts

<b>Timeline</b>	To be hired by Fall 2020
<b>Program Goal</b>	#1-7, 13
<b>Resource Requested*</b>	<b>One FTE Art position</b>
<b>Cost and Vendor</b>	Salary of an instructor
<b>Annual Recurring Cost</b>	Yes, salary and fringe benefits for one instructor
<b>Useful Life of Resource</b>	@ 30 years
<b>Person(s) Responsible and Collaborators</b>	LAH Division Chair This position will directly impact the program's ability to meet PSLO 7 (to be assessed in Spring 2020), and also impacts the Creative Media program.
<b>Timeline</b>	To be hired by Fall 2020.

**\*An approved ITAC Request Form must be attached for all technology requests**

<b>Program Goal</b>	#1-7, 13
<b>Resource Requested*</b>	<b>1 FTE for Biological Science</b>
<b>Cost and Vendor</b>	Salary of an instructor
<b>Annual Recurring Cost</b>	Yes, salary and fringe benefits for one instructor
<b>Useful Life of Resource</b>	@ 30 years
<b>Person(s) Responsible and Collaborators</b>	SAM Division Chair
<b>Timeline</b>	To be hired by Fall 2020

**\*An approved ITAC Request Form must be attached for all technology requests**

2019 Kaua'i Community College ARPD

Program: Liberal Arts

<b>Program Goal</b>	#1,2, 4 ,5, 6, 7,13
<b>Resource Requested*</b>	<b>Two Professional Math tutors; 3-4 Professional English tutors</b>
<b>Cost and Vendor</b>	Currently, these casual hires may work a maximum of 19 hours per week and earn a wage of \$20 hour. Thus, the math department is asking for \$35,000 to cover the salaries and training of two professional tutors. The English department is asking for \$30,000 to cover between 3-4 casual hire employees over the course of the year.
<b>Annual Recurring Cost</b>	Yes, on year-to-year casual hires
<b>Useful Life of Resource</b>	As long as significant numbers of students continue to test in at one or two levels below college-ready in English and math
<b>Person(s) Responsible and Collaborators</b>	LAH Division Chair; SAM Division Chair; Tutoring Center Coordinator
<b>Timeline</b>	To be hired by Fall 2020.

**\*An approved ITAC Request Form must be attached for all technology requests**

<b>Program Goal</b>	13
<b>Resource Requested*</b>	<b>Remove the cabinets in the back of the Music Classroom (ART 1-111) in order to free up space. The cabinets are roach-infested and unusable, and classroom space is overly crowded. It is not ADA-compliant due to the restricted space. This minor renovation will alleviate the ADA and health issues posed by the existing cabinets.</b>
<b>Cost and Vendor</b>	\$2000 (materials), per estimate by Pat Watase. This would be for a bin for disposal, paint, flooring, and baseboards (rubber coves).
<b>Annual Recurring Cost</b>	None, this is a one-time expenditure to alleviate health and safety concerns and to increase useable classroom space.
<b>Useful Life of Resource</b>	@ 50 years
<b>Person(s) Responsible and Collaborators</b>	LAH Division Chair; Music faculty; Pat Watase
<b>Timeline</b>	Summer/Fall 2020

2019 Kaua'i Community College ARPD

Program: Liberal Arts

**\*An approved ITAC Request Form must be attached for all technology requests**

<b>Program Goal</b>	#13
<b>Resource Requested*</b>	<b>Replace three broken analytical balances in chemistry lab</b>
<b>Cost and Vendor</b>	3 balances \$4500 plus shipping = \$5000 total
<b>Annual Recurring Cost</b>	No
<b>Useful Life of Resource</b>	@5-10 years
<b>Person(s) Responsible and Collaborators</b>	SAM Division Chair; Physical Science Faculty
<b>Timeline</b>	Fall 2020

**\*An approved ITAC Request Form must be attached for all technology requests**

<b>Program Goal</b>	13
<b>Resource Requested*</b>	<b>Build a free-standing secure storage area for Creative Media equipment adjacent Fine Arts room 101.</b>
<b>Cost and Vendor</b>	Materials to construct a 20x15 foot secured, weatherproof storage area to be built by either (1) carpentry program students or (2) external contractor. Since source of labor is uncertain, cost estimate is unclear. Stand-alone air conditioning and a dehumidifier, along with storage shelving, would be purchased from ACM funds.
<b>Annual Recurring Cost</b>	Construction is a one-time expenditure. Recurring cost would be any electrical costs for running the AC and dehumidifier.
<b>Useful Life of Resource</b>	As long as the Creative Media program is needing to store equipment.
<b>Person(s) Responsible and Collaborators</b>	LAH Division Chair; Creative Media Program Coordinator; Carpentry program faculty and students
<b>Timeline</b>	ASAP

**\*An approved ITAC Request Form must be attached for all technology requests**

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Program: Liberal Arts

<b>Program Goal</b>	#13
<b>Resource Requested*</b>	<b>2 laptops for use during physical science labs; We don't have enough for the number of students</b>
<b>Cost and Vendor</b>	\$2700 (\$1350 each)
<b>Annual Recurring Cost</b>	N/A
<b>Useful Life of Resource</b>	@ 5 years
<b>Person(s) Responsible and Collaborators</b>	Physical Science faculty member designated by SAM DC
<b>Timeline</b>	To be ordered early in spring 2019 semester

ITAC form pending approval to evaluate updated cost and specific models available

<b>Program Goal</b>	#1,2, 4 ,5, 6, 7,13
<b>Resource Requested*</b>	<b>Math Specialist</b> (Academic Support Specialist)
<b>Cost and Vendor</b>	APT Band A  Rather than continuing to hire professional math tutors, we would like to hire a math specialist. This person would collaborate with faculty to provide academic assistance to students in Mathematics
<b>Annual Recurring Cost</b>	Yes
<b>Useful Life of Resource</b>	30 years
<b>Person(s) Responsible and Collaborators</b>	SAM Division Chair; Tutoring Center Coordinator
<b>Timeline</b>	To be hired by Fall 2020.

**\*An approved ITAC Request Form must be attached for all technology requests**

2019 Kaua'i Community College ARPD

Program: Liberal Arts

<b>Program Goal</b>	#13
<b>Resource Requested*</b>	Math Hale SAM division continues to struggle with space for lab classes. To improve student success (especially Native Hawaiian students), our math faculty would like to implement the concept of a hale in mathematics. This hale will house math faculty offices, math classes, math tutoring/resource center, and a meeting place for Club Math.
<b>Cost and Vendor</b>	\$3,000,000
<b>Annual Recurring Cost</b>	Electricity, Air, water
<b>Useful Life of Resource</b>	50+ years
<b>Person(s) Responsible and Collaborators</b>	SAM Division Chair, Facilities,
<b>Timeline</b>	

**\*An approved ITAC Request Form must be attached for all technology requests**