

**Kaua`i Community College
Annual Program Review Update (APRU) for Liberal Arts**

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.

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 Hawaii and the Pacific.
- In the process we expect that students will investigate and analyze their own personal values.
- Finally, we wish to instill in our students an appreciation for intellectual pursuits and a desire for lifelong learning.

Part I. Program Description

Date of Last Comprehensive Review	2015
Date Website Last Reviewed/Updated	August 2018
Target Student Population	All
External Factor(s) that Affected the Program or Unit	None

Part II. Analysis of Quantitative Indicators

Overall Program Health: **Cautionary**

Demand Indicators		Program Year			Demand Health
		Hello	16-17	17-18	
1.	Number of Majors	544	526	494	Cautionary
1a.	Number of Majors Native Hawaiian	164	162	163	
1b.	Fall Full-Time	40%	34%	32%	
1c.	Fall Part-Time	60%	66%	68%	
1d.	Fall Part-Time who are Full-Time in System	8%	5%	6%	
1e.	Spring Full-Time	29%	27%	27%	
1f.	Spring Part-Time	71%	73%	73%	
1g.	Spring Part-Time who are Full-Time in System	7%	8%	6%	
*2.	Percent Change Majors from Prior Year	-14%	-3%	-6%	
3.	SSH Program Majors in Program Classes	6,298	6,981	6,481	
4.	SSH Non-Majors in Program Classes	3,512	4,039	4,400	
5.	SSH in All Program Classes	9,810	11,020	10,881	
6.	FTE Enrollment in Program Classes	327	367	363	
7.	Total Number of Classes Taught	208	244	246	

Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
8.	Average Class Size	16	16	15	Cautionary
*9.	Fill Rate	73.3%	70.9%	70.1%	
10.	FTE BOR Appointed Faculty	21	26	26	
*11.	Majors to FTE BOR Appointed Faculty	25	20	19	
12.	Majors to Analytic FTE Faculty	25	19	18	
12a.	Analytic FTE Faculty	22	28	28	
13.	Overall Program Budget Allocation				
13a.	General Funded Budget Allocation				
13b.	Special/Federal Budget Allocation				
13c.	Tuition and Fees				
14.	Cost per SSH				
15.	Number of Low-Enrolled (<10) Classes	34	51	54	

Effectiveness Indicators		Program Year			Effectiveness Health
		15-16	16-17	17-18	
16.	Successful Completion (Equivalent C or Higher)	70%	71%	73%	Healthy
17.	Withdrawals (Grade = W)	211	278	227	
*18.	Persistence Fall to Spring	71%	69%	74%	
18a.	Persistence Fall to Fall	49%	45%	45%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	91	47	66	
19a.	Associate Degrees Awarded	88	46	66	
19b.	Academic Subject Certificates Awarded	4	1	0	
19c.	Goal				
19d.	Difference Between Unduplicated Awarded and Goal				
20.	Transfers to UH 4-yr	48	53	45	
20a.	Transfers with degree from program	22	18	20	
20b.	Transfers without degree from program	26	35	25	
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d.	Difference Between Transfers and Goal				

Distance Indicators		Program Year			Distance Health
		15-16	16-17	17-18	
21.	Number of Distance Education Classes Taught	21	20	22	Distance Health
22.	Enrollments Distance Education Classes	373	375	445	
23.	Fill Rate	78%	77%	84%	
24.	Successful Completion (Equivalent C or Higher)	58%	65%	70%	
25.	Withdrawals (Grade = W)	41	44	36	
26.	Persistence (Fall to Spring Not Limited to Distance Education)				

Performance Indicators		Program Year			Performance Health
		15-16	16-17	17-18	
27.	Number of Degrees and Certificates	88	46	66	Performance Health
28.	Number of Degrees and Certificates Native Hawaiian	23	7	15	
29.	Number of Degrees and Certificates STEM	8	2	9	
30.	Number of Pell Recipients ¹	57	24	42	
31.	Number of Transfers to UH 4-yr	48	53	45	

The Overall Program Health is CAUTIONARY.

DEMAND: Our program was rated cautionary because the number of majors in Liberal Arts has continued to decline, as exhibited in Table 1 below. The Liberal Arts program has continued to lose majors since our enrollment peaked in 2011-2012. This downward trend is consistent with the enrollment records at KCC. As stated in last year’s APRU, we are serving a large number of early college & early admit students, both at the high schools and here on campus. This initiative has helped to keep the overall enrollment numbers steady, but in reality 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. Despite this downward trend in the overall number of majors, our Native Hawaiian population remained consistent.

TABLE 1: INDICATORS USED FOR THE DEMAND HEALTH CALL

Indicators:	2015-2016	2016-2017	2017-2018
Number of Majors	544	526	494
% Change in Majors from previous year	-14%	-3%	-6%
Number of Native Hawaiian Majors	164	162	163

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. The SSH of program majors in program classes has gone down, but when looking at the ratio of SSH to number of majors, it has remained nearly steady, so we can safely say that we continue to do a good job at getting our program students to enroll in program classes. What this means is that our students used to only take an average of 11.57 credits per year in 2015-2016, but the last couple years have increased to roughly 13 credits per year. In order for students to graduate on-time, we need to get this number as close to 30 credits per year as possible. With roughly 70% of our students being part-time, the problem we need to solve is how to encourage these part-time students to take more credits to progress towards graduation.

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 and the number of classes taught by the program. Again, this positive trend might be attributed to the robust early college programs and the relationship we have built with the high schools on island.

TABLE 2: IMPORTANT INDICATORS NOT USED FOR DEMAND HEALTH

Indicators:	2015-2016	2016-2017	2017-2018
SSH Program Majors in Program Classes	6298	6981	6481
Ratio of SSH to # of Majors in Program	11.57	13.27	13.12
Fall % Part-time	60%	66%	68%
Spring % Part-time	71%	73%	73%
SSH Non-Majors in Program Classes	3521	4039	4400
Number of Classes Taught	208	244	246

Efficiency: Our fill-rate has been steady at roughly 70% and this is one reason our program's efficiency was rated as cautionary. However, our student to faculty ratio measure is marked as healthy as exhibited Table 3. This ratio is something we are proud of and is in line with the philosophy of a community college. This faculty-to-student ratio, and the reasonable class-sizes it leads to, create an excellent teaching environment to provide support to our students. The positive impacts of this can be seen in the results of our most recent CCSSE survey in Table 4 below. Although the survey sample includes students outside of Liberal Arts program, given that Liberal Arts faculty taught 40% of the SSH offered at our campus, and other programs share similar class sizes and faculty-to-student ratios, we believe it is safe to infer a link between these data.

TABLE 3: INDICATORS USED FOR THE EFFICIENCY HEALTH CALL

Indicators:	2015-2016	2016-2017	2017-2018
Fill rate	73.3%	70.9%	70.1%
Majors to FTE BOR Appointed Faculty	25	20	19

TABLE 4: CCSSE RESULTS

Community College Survey of Student Engagement - Kauai Community College (2018 Administration)
2018 Benchmark Scores Report - Main Survey
 Comparison Group: Small Colleges in the 2018 Cohort*

[Weighted]

Benchmark	Your College	Small Colleges		2018 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	56.7	51.1	5.6	50.0	6.7
Student Effort	50.8	50.8	-0.0	50.0	0.8
Academic Challenge	54.5	50.1	4.4	50.0	4.5
Student-Faculty Interaction	55.4	52.7	2.7	50.0	5.4
Support for Learners	54.6	52.1	2.4	50.0	4.6

EFFECTIVENESS: Our effectiveness was rated as healthy owing to the Liberal Arts Program’s high Fall to Spring persistence rate. In fact, in 2017-2018 our persistence was the best it has been in at least 10 years. Our efforts at acceleration in English and Math may have played a role in this success as students are able to enroll and succeed in college-level classes with fewer hurdles and delays. While this high Fall to Spring rate is encouraging, our students' Fall to Fall persistence stayed steady at 45%. It remains to be seen whether the higher Fall to Spring rate will have an impact on student retention Fall to Fall. In the past, there has not been a strong correlation between the two.

In our APRD, system goals are missing for some key measures of effectiveness as seen in Table 5 below. While we do not have concrete goals from the system, we are encouraged by the growth in degrees and certificates awarded. It appears that 2016-2017’s extraordinarily low number of graduates was likely an aberration (see Table 6b). We are hopeful that our efforts at acceleration combined with the upcoming change to our program requirements will lower barriers and further encourage student success, persistence, and matriculation.

TABLE 5: INDICATORS USED FOR THE EFFECTIVENESS HEALTH CALL

Indicators:	2015-2016	2016-2017	2017-2018
Persistent Fall to Spring	71%	69%	74%
Increasing the # of degree by 5% per year	?	?	?
Increase the number of transfers by 6% per year	?	?	?

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 shows an improvement as the success rate increased from 65% in 2016-2017 to 70% in 2017-2018, while still maintaining the same number of courses offered, as seen in Table 6a. The liberal arts program continues to contribute to KCC’s system Performance Measures as seen in Table 6b as we have seen growth in four out of the five measures.

TABLE 6a: DISTANCE LEARNING

Indicators:	2015-2016	2016-2017	2017-2018
Number of Distance Education Classes	21	20	22
Enrollments Distance Education Classes	373	375	445
Fill Rate	78%	77%	84%
Successful Completion (C or higher)	58%	65%	70%
Withdrawals (Grade W)	41	44	36

TABLE 6b: PERFORMANCE INDICATORS

Indicators:	2015-2016	2016-2017	2017-2018
Number of degrees/certificates	88	46	66
Number of degrees/certificates NH	23	7	15
Number of degrees/certificates STEM	8	2	9
Number of Pell Recipients	57	24	42
Number of Transfers to UH-4yr	48	53	45

Because of the low number of graduates, one provisional program did not make the transition to established. We have requested that admissions to the Sustainability Science Certificate of Achievement (CA), the Plant Biology and Tropical Agriculture Associate of Science (AS) and Certificate of Achievement (CA) programs be stopped out for the period beginning with the approval of this request and continuing until July 1, 2020. While the program may be put on hold, we feel it is essential that the college continue to offer these classes, as Agriculture and Sustainability are incredibly important to the island and community of Kauai. As the only institution of higher education on Kauai, our campus must provide classes on these subjects to our community. We are exploring the options of holding the ASC in Sustainability under the Liberal Arts program, and are looking into revising the ASC in Plant Biology and Tropical Agriculture to make it better fit the Liberal Arts program.

Compounding the difficulties of the stop-out of the PBT program, our Ag instructor moved to UH-Hilo in August. This APRU provides a perfect opportunity for the Science and Math division to revisit their course offerings and the needs of the biological science department to ensure a replacement position is the best fit for their needs. In looking at our Multi-Year Plan of Offerings (MYPO), Table 7 shows that the biological science department needs 5.36 FTE when they currently have only 3 full-time instructors. The number of Teaching Equivalencies (TE) assigned to AG courses alone warrants a full-time AG instructor. Our needs, however, extend beyond the classroom. A full-time instructor will provide services and support that would be unavailable were we to hire lectures to teach the classes, including managing aspects of the lab, managing the garden including the oversight of inventory and employees/staff, developing or modifying the current course curriculum 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. Additionally, the ASC in PBT requires AG 293V, a class that does not have any assigned TEs. It is not reasonable to ask a lecturer take on that responsibility.

TABLE 7: BIOLOGICAL SCIENCE YEARLY WORKLOAD

Course	TE	Fall	Spring	Fall TE	Spring TE
AG 102	1	1	1	1	1
AG 122	4.5		1	0	4.5
AG 141	3.3			0	0
AG 200	3	2	1	6	3
AG 200L	2.5	2	1	5	2.5
AG 264	3.3	1	1	3.3	3.3
AG 271	4.5		1	0	4.5
AG 293V	0	1	1	0	0
BIOL 100	3		1	0	3
BIOL 100L	2.5		1	0	2.5
BIOL 171/MARE 171	3	1		3	0
BIOL 171L/MARE 171L	2.5	1		2.5	0
BIOL 172/MARE 172	3		1	0	3
BIOL 172L/MARE 172L	2.5		1	0	2.5
BOT 101	3	1	1	3	3
BOT 101L	2.5	1	1	2.5	2.5
BOT 105	3	1	2	3	6
BOT 130	3		1	0	3
BOT 130 L	2.5		1	0	2.5
MICR 130	3	1	1	3	3
MICR 140L	3.3	1	1	3.3	3.3
PHYL 141	3	1	1	3	3
PHYL 141L	2.5	1	1	2.5	2.5
PHYL 142	3	1	1	3	3
PHYL 142L	2.5	1	1	2.5	2.5
SCI 121	3	2	2	6	6
SCI 121L	2.5	2	2	5	5
ZOOL 105	3	1	1	3	3
Ulutopia/Farm/USDA	6	1		6	0
		SEMESTER TOTAL:		66.6	78.1

YEARLY TOTAL TE: 144.7 FTE: 5.359259

Demand for English classes remains high, with the recent efforts at acceleration increasing the number of TEs English faculty carry – many sections of ENG 100 are now linked to ENG 100L with a combined total of 5.5 TEs rather than 3 as in past semesters. English faculty are also in called on to teach early college classes. This high and continued demand has led the college to hire two full-time, non-probationary instructors. As this is an ongoing need, the Liberal Arts Program is requesting that one of these positions be converted to a tenure-track, permanent position. In writing the new position, we would be able to include early college classes as one of

the responsibilities to guarantee we can continue to serve that population. Table 8 below contains the relevant workload information for this academic year, which is representative of our needs going forward.

TABLE 8: ENGLISH YEARLY WORKLOAD

Course	TE	Fall	Spring	Fall TE	Spring TE
ENG 75	5	2	1	10	5
ENG 100	3	16	9	48	27
ENG 100L	2.5	6	4	15	10
Eng 104	3	0	1	0	3
ENG 106	4	2	4	8	16
ENG 200	3	1	1	3	3
ENG 250	3	0	1	0	3
ENG 254	3	1	0	3	0
ENG 256	3	0	1	0	3
ENG 257T	3	1	0	3	0
ENG 261	3	0	1	0	3
		Semester Total:		90	73

YEARLY TOTAL TE: 163

FTE: 6

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 in Table 8, in AY 2017-18, students who were tutored in both English and math either performed at or above the level of students who were not tutored. This statistic is especially significant because it includes students who are placing one- and two-levels below college-level.

Currently, the funding for our professional tutors has come from our Student Success allocation, but at his campus visit this Fall, John Morton warned that this funding source will be drying up for hiring our professional tutors. The math department would like to continue using professional tutors due to the impact they have had on student success. Likewise, English faculty would like to continue hiring our professional tutors, and would add that very few Kauai CC students have the skills to tutor their peer – 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 most of our most talented Kauai CC students graduate within a couple of years, it’s tough to both train and retain the few who might qualify as peer tutors. We feel the professional tutors are crucial to the success of our acceleration initiatives.

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. These tutors will both be embedded in accelerated

courses and hold open lab hours during the week. (Currently, these casual hires may work a maximum of 19 hours per week and earn a wage of \$20 hour.)

TABLE 9: TUTORING DATA FOR MATH AND ENGLISH

TERM/COURSE	POPULATION		N	Total GPA	Total N
	GPA				
	NOT TUTORED	TUTORED	NOT TUTORED	TUTORED	
2017-8	2.52	2.56	488	99	2.52 587
ENG100	2.54	2.33	159	9	2.53 168
ENG106	2.70		10		2.70 10
ENG215	2.78	4.00	9	1	2.90 10
ENG250	2.91		11		2.91 11
ENG251	3.43		7		3.43 7
ENG75	3.17	2.20	6	5	2.73 11
MATH100	1.68	1.33	19	3	1.64 22
MATH103	2.62	2.35	110	17	2.58 127
MATH111	2.63	3.14	8	7	2.87 15
MATH115	1.69	2.72	29	29	2.21 58
MATH140X	2.44	0.00	9	1	2.20 10
MATH205	3.09	3.50	46	4	3.12 50
MATH231	3.67		6		3.67 6
MATH75X	2.05	2.45	59	20	2.15 79
MATH82X		3.00		3	3.00 3
2018-1	2.65	2.62	402	101	2.65 503
ENG100	2.88	2.08	89	12	2.78 101
ENG104	3.69	3.50	16	2	3.67 18
ENG215	3.00		10		3.00 10
ENG250	2.86		7		2.86 7
ENG252	3.57	3.50	7	2	3.56 9
ENG255	2.75	3.00	12	2	2.79 14
ENG75	1.00	4.00	11	1	1.25 12
MATH100	2.20	2.11	20	9	2.17 29
MATH103	2.37	2.11	30	9	2.31 39
MATH111	2.58	2.67	19	6	2.60 25
MATH112	2.91	2.57	22	7	2.83 29
MATH115	2.50	3.00	22	19	2.73 41
MATH140X	2.80	3.15	65	13	2.86 78
MATH206	3.15	3.40	39	5	3.18 44
MATH232	2.33	3.00	3	1	2.50 4
MATH75X	1.23	2.00	26	13	1.49 39
MATH82X	1.50		4		1.50 4
Grand Total	2.58	2.59	890	200	2.58 1090

To provide our math and science students a space to study and to do their projects, we would like to renovate the old computer services room in the middle of the Natural Science building. Our vision is to have high bar counters along the walls with high bar stools so that students can use

their laptops, and a small round table in the middle. Walking into the building, we would be able to see students having conversations with each other and working on group projects through the glass windows – it would look like a coffee shop with college students studying. The room already has electrical outlets installed around the walls. We would just need to put in the counters and purchase 12 bar stools. A table can probably be salvaged from old furniture around campus. This would be a perfect opportunity to work with our Carpentry Department to build the counters if we have funding for material.

Our Physical Science classroom (NSCI 107) is very outdated. This classroom has remained essentially the same for decades. The room needs to be updated to accommodate modern teaching and learning. Below is our assessment of the room and what needs to be done.

A. Major renovations requiring architectural drawings and permits

1. Removal of central sink units and old teaching podium (\$400 000)

NSCI 107 is outdated and not a modern science classroom. The central podium along with the central sink units create a physical barrier that stops student to student and teacher to student interaction. The electrical system in the room does not function in every outlet and at times no current flows through the wall outlets at all, which creates major issues as this classroom is used for electricity labs in the PHYS 272 course. The gas lines in the room are currently closed and not required or in use. These gas lines need to be permanently capped. If they are not, they may pose a safety concern for staff and students.

Updating the classroom would first require the removal of the plumbing, electrical, and gas lines that run under the flooring to the sinks in the center of the classroom. This will require permitting and architectural drawings. New workstations need to be installed around the perimeter of the classroom for labs, and new sinks and electrical fixtures need to be available for the workstations. All or part of the central teaching podium should be removed to be replaced with a modern lecture podium. A cost estimate would be around \$500,000.

It was suggested that we cap off the plumbing, electrical, and gas lines and install a new box enclosure over the drain. This will not solve the issue of the obstruction in the middle of the classroom, and sinks are still required for use, therefore, this option was declined.

2. Cupboards and countertops (\$50 000)

Termite and ant issues need to be addressed to make sure there is no infestation beyond the cupboards and countertops. At present, the countertops have holes and cupboards are rotting and broken. We are requesting a total replacement of the counters and cupboards. Electrical, water, and gas lines also run under the countertops so it makes sense to do this all together with the

removal of the central sinks and installation of workspaces on the perimeter. The small area with a cupboard between the storage rooms should be removed as well as it is not a functional workspace and could be better utilized by having a whiteboard installed.

B. Renovations which could be completed during major renovation or separately.

3. Electrical (\$5,000)

The electrical outlets along wall do not all work and some produce an intermittent current. We are asking to replace all of the electrical outlets along the walls. This would best be done as part of the overall renovation as the best location for electrical outlets would depend on the set-up of the new workstations

4. Whiteboards (4 x \$2,500 = \$10,000)

We would like to install three (3) whiteboards in the front of the classroom for overhead projector (similar to the set up in NSCI 110) so a teacher can project graphs onto board and draw over images. A whiteboard could also be installed between the two storage rooms. Overall the set-up should be modified in accordance with the architectural plans so this should be completed as one project.

C. Renovations separate from major renovation

5. Tables (12 x \$300 = \$3600)

We would like to purchase 12 tables (similar to the tables in NSCI 110) and remove the old tables, which have a metal hole in the middle. Students have complained that this is an annoyance in the classroom. This could be completed anytime but depending on the layout of the new classroom, ordering desks could best be done after the major renovations to make sure they fit the requirements of the renovated space.

Part III. Assessment Data (EP 5.202)

Liberal Arts PSLOs:

1. Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic or symbolic expression.
2. Make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate; use creative and critical thinking skills to weigh the relative merits of opposing positions; and apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions.
3. Apply quantitative methods appropriately; analyze real-life situations using numeric, graphical, and symbolic models, and verbally explain these models; and recognize the impact of mathematics on the sciences, society, and everyday life.
4. Analyze the behavior of people from psychological, sociological, philosophical, and anthropological perspectives, and knowledgeably consider the social, political, and economic implications of human interactions in order to make informed personal and social choices.
5. Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas.
6. Demonstrate a sympathetic awareness of the values and beliefs of their own and other cultures; explain the historical dimensions of contemporary affairs and issues; analyze the interactive roles that social, religious, artistic, political, economic, scientific, and technological forces play in society; and engage responsibly in their roles as citizens with issues affecting themselves, their families, their communities, and the world.
7. 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.
8. Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
1	Y	Inferred Success	N/A	Fall 2018
2	Y	Inferred Success	N/A	Fall 2018
3	Y	Inferred Success	N/A	Spring 2019
4	Y	Inferred Success	N/A	Fall 2019
5	Y	Inferred Success	N/A	Spring 2019
6	Y	Inferred Success	N/A	Fall 2019
7	Y	Inferred Success	N/A	Spring 2020
8	Y	Inferred Success	N/A	Spring 2020

This semester the Liberal Arts program is beginning dedicated PSLO assessment to better address these questions. Prior to fall 2018, Liberal Arts faculty only reported their CSLO assessment data, reporting on every CSLO for every student in every class. As CSLOs are linked to PSLOs, PSLO success was inferred from there. This approach produced a confounding amount of data which in general indicates that students are successful in achieving our PSLOs without providing any actionable specifics. This strategy of inferring PSLO achievement from CSLO data makes concrete conclusions regarding PSLO success difficult to draw and difficult to learn from. Moving forward, the Liberal Arts program will be assessing our PSLOs directly on the following schedule:

Year	Fall	Spring
2018-19	PSLO 1, 2	PSLO 3, 5
2019-20	PSLO 4, 6	PSLO 7, 8
2020-21	Focus on problem areas	PSLO 1, 2
2021-22	PSLO 3, 5	PSLO 4, 6
2022-23	PSLO 7, 8	Focus on problem areas

This will allow each PSLO to be assessed twice during any 5-year period so that areas of weakness may be identified and efforts to address those weaknesses can be evaluated. Liberal Arts faculty decided to leave the method of assessment (i.e. what classes will be evaluated to determine PSLO success, what benchmarks will be used, etc.) to those faculty with expertise in the fields being assessed. Currently faculty members have identified which classes should be utilized for PSLOs 1 and 2 and what benchmarks should be used to identify success.

Part IV. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Form a Liberal Arts Continuous Improvement ad-hoc committee	Organize assessment day activities for the program, and to make recommendations to address areas of weakness and improve student success	As anticipated.
Organize Discipline Retreats (Math/Science/English) to examine data within the disciplines for the purpose of continuous improvement	Fostering communication and sharing culture among our faculty members.	Retreats not yet organized, but our efforts to develop PSLO assessment methods have resulted in greater sharing and collaboration among faculty. Math faculty had a brief math retreat morning during Fall 2018 convocation, and have been meeting regularly to discuss math data, their acceleration efforts in particular.
Create exploratory majors for Health, Education, and Business in order to provide guided pathways to transfer to UH 4-year institutions.	Easier transfer to UH 4-year institutions	TBD. These pathways were created in 2017-18. Students may complete these exploratory majors beginning in 2020.
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.	TBD. These pathways were created in 2017-18. Students are now beginning to use them.
Increase percentage of students testing at one level below college-ready standards completing their college-level English and/or math course within one semester.	An increased percentage of students testing at one level below college-ready standards completing their college-level English and/or math course within one semester.	TBD. New acceleration models have been put into place and thus far the results are promising, however further data is needed to make an accurate assessment of our efforts.
Increase of students testing at two or more levels below college-ready standards completing their college-level English and/or math course within one year	An increased number of students testing at two or more levels below college-ready standards completing their college-level English and/or math course within one year	As above.
Create an Academic Subject	Students will be able to get this	As anticipated. The

Certificate in Mathematics	certificate	certificate was created and students have begun to enroll.
Increase Early College Math offerings	The demand for Early College Math courses will be met through adequate staffing	Ongoing. A position has been approved and advertised and the interview process will begin shortly.
Maintain quality instruction in mathematics, especially developmental math	Quality instruction will be maintained through adequate staffing	As above.
Meet student demand for Biological Science classes.	Demand will be met through adequate staffing	Ongoing. Additional instructors have been requested in this APRU.
Replace three fume hoods in NSCI building	Safe operation of science labs	As anticipated
Replace chairs for NSCI 110 classroom.	Students will be safe and comfortable in the classroom	As anticipated
Replace two broken analytical balances in chemistry lab.	Safe operation of Chemistry labs	As anticipated
Replace kiln in ceramics studio	Safe operation of the ceramics studio	As anticipated

HIRED NEW BIOLOGICAL SCIENCE TEACHER: In our last APRU a biological science position was approved. Our new instructor is working hard to set up her classroom and create engaging lessons for our students. Currently, there are large cohorts of biology lectures and laboratory courses being taught in the Social Science Building and outdoor lab facilities. Since the majority of our tools and technology for science classes are housed in the Natural Sciences Building, there is limited access to the microscopes whose use is essential to meet learning outcomes of these biological science courses. Specifically, the courses taught in the Social Science Building include the two-semester sequence of lecture and lab courses of Marine Biology and General Biology I and II (Biol/Mare 171, Biol/Mare 171L, continuing to Biol/Mare 172, Biol/Mare 172L), as well as non-majors science lecture and lab, Introduction to Science (Sci 121, Sci 121L). These courses are support courses for several major's programs, with as many as 24 students possible each semester. We do not foresee that the enrollment will diminish anytime soon. In an effort to address these concerns and enhance the learning outcomes for these courses long-term, we are requesting a purchase of 12 compound microscopes for the biological lab facilities in the Social Science Building to sustain the instructional needs of these courses.

Part V. 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.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure

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

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

*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 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
1. Increase # of Majors in Program	1, 4	550	Meet the Benchmark	# of majors	Ongoing
2. Increase Persistence	1, 2, 7	75%	Meet the Benchmark	% of students persisting Fall to Spring	Ongoing
3. Increase # of degrees/certificates	1	70	Meet the Benchmark	Degrees or Certificates	Ongoing
4. Increase # of degrees/certificates in NH	2	18	Meet the Benchmark	Degree or Certificates	Ongoing
5. Increase # of transfers to UH-4yr	4	50	Meet the Benchmark	Transfers with or without degree	Ongoing
6. Reduce time to degree	6, 7	40	Meet the Benchmark	% of full-time students graduate within 3 years.	Ongoing

Part VI. 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).

If no resources are being requested, place an “X” here. _____

Program Goal	#1-6
Resource Requested*	\$65, 000 for Pro-Tutors in English and Math
Cost and Vendor	Pro-tutors hired by Academic Support Center
Annual Recurring Cost	Yes
Useful Life of Resource	Funding is an annual budget
Person(s) Responsible and Collaborators	Math and English Coordinators
Timeline	Tutors to be hired Fall 2019

Program Goal	#1-6
Resource Requested*	1 FTE to hire AG instructor (replacement)
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, Salary of an instructor
Useful Life of Resource	As long as the instructor will stay with us.
Person(s) Responsible and Collaborators	SAM Division Chair
Timeline	To be hired by Fall 2019

Program Goal	#1-6
Resource Requested*	1 FTE for Biological Science
Cost and Vendor	Salary of instructor
Annual Recurring Cost	Yes, Salary of instructor
Useful Life of Resource	As long as the instructor will stay with us.
Person(s) Responsible and Collaborators	SAM Division Chair
Timeline	To be hired Fall 2019

Program Goal	#1-6
Resource Requested*	Convert one temporary FTE English position to tenure-track
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, Salary of an instructor
Useful Life of Resource	As long as the instructor will stay with us.
Person(s) Responsible and Collaborators	English Coordinator and LAH Division Chair
Timeline	To be hired by Fall 2019

Program Goal	#1-6
Resource Requested*	\$458,600 to renovate NSCI 107
Cost and Vendor	<p>Various vendors and an architecture drawing needed.</p> <ol style="list-style-type: none"> 1. Removal of central sink units & old teaching podium (\$400K) 2. Cupboards and countertops (\$50K) 3. Electrical (\$5K) 4. Whiteboards (4 x \$2,500 = \$10K) 5. Tables (12 x \$300 = \$3,600)
Annual Recurring Cost	None
Useful Life of Resource	30 years
Person(s) Responsible and Collaborators	Physical Science Faculty will work with VCSA and maintenance
Timeline	Fall 2019

Program Goal	#1-6
Resource Requested*	\$9,888.00
Cost and Vendor	<p>Vendor: Carolina Scientific 2018 catalog</p> <p>591158 Wolfe Beta Elite Binocular Microscopes \$799/each</p> <p>12 microscopes (two students/scope) x 799 = grand total \$ 9,588.00</p>

Annual Recurring Cost	No
Useful Life of Resource	5-10 years
Person(s) Responsible and Collaborators	Biology Instructors
Timeline	To be purchased Summer 2019

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

Program Goal	#1-6
Resource Requested*	\$5000 for counter material and 12 stools
Cost and Vendor	Vendor: https://www.westelm.com 12 classic café walnut bar counter stools x \$200 each = \$2,400
Annual Recurring Cost	No
Useful Life of Resource	5-10 years
Person(s) Responsible and Collaborators	SAM Division Chair
Timeline	To be purchased and built Summer 2019