Liberal Arts

ANNUAL
REPORT OF PROGRAM DATA
2021

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

1. Program or Unit Description

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 Hawaiʻi 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.

The target student population is (1) all students enrolled in Liberal Arts; and (2) all students in all programs requiring Foundation/Diversification courses and General Education courses.

35% of Liberal Arts students are 18-19 years of age, with an additional 29%-32% in the 20-24 age demographic. In Fall 2020, 75% of Liberal Arts students were part-time, a population which grew to 81% in Spring 2021.

2. Analysis of the Program/Unit

The overall health of the AA Program is Cautionary and has been for the past six cycles.

Demand Indicators-- Needs Attention

After seeing the number of majors decrease from a high of 630 during AY 14/15, to a low of 409 during AY 18/19, we saw a slight increase to 415 students (a 1% increase) in 19/20. In 20/21 we had 411 majors. This drop of 4 students is what brought our health indicator down from Progressing (formerly Cautionary) to Needs Attention (formerly Unhealthy). Of greater concern is that while the total number of majors dropped from 415 to 411 (a 1% decrease) the number of Native Hawaiian Majors dropped from 140 to 126 (representing a 10% change!). While we do not have hard data to explain the disparity between the total number of majors and Native Hawaiian ones, we

suspect it is because Native Hawaiians were disproportionately impacted by COVID economically, health-wise, and with reduced access to learning remotely.

Interestingly, the number of students in Hawaiian Studies went from 20 to 21 while the number of Native Hawaiian students went from 11 to 13. The ASNS program saw a change from 43 to 41 students and 8 to 7 Native Hawaiian students. The underlying reason(s) for this change pattern is unclear.

Efficiency Indicators-- Healthy

Our *Majors to FTE BOR Appointed Faculty* rating has been healthy since at least the 2013/14 AY. Our fill rate of 70.40% is the highest it has been since 16/17. Which can partially be attributed to reducing the number of low-enrolled courses by 14 over the previous year.
Of concern is the steady decrease in the number of FTE BOR Appointed faculty from a high of 27.75 in 17/18 to a low of 22 in 20/21. We anticipate this number to continue to fall to around 17 for the 21/22 AY since we began Fall 2021 with 5 fewer filled AA positions. One position was misclassified as a Liberal Arts position, but the remaining 4 were FTE teaching faculty in Hawaiian Studies (retirement), English (position abolished), Philosophy/Religion (faculty relocation out of state), and Physics (grant-funded position unable to be converted to general funds). Due to the hiring freeze, we have been unable to re-hire for these positions. In addition, we anticipate 2 more retirements from FTE English positions in Spring 2022.

An area for improvement for our program was the number of low-enrolled courses that are being offered. During the 19/20 AY the number of low-enrolled courses flagged in the Liberal Arts AA program jumped from 52 to 76.   After being made aware of this, a conscientious effort was made to reduce that number through judicious scheduling, properly classifying courses that were not part of the AA program and ensuring cross-listed courses were correctly identified. In 20/21, the number decreased from 76 to 62 and we expect the number to continue to be reduced

In examining low-enrolled courses, it is important to note that the reasons for offering these sections are many and varied: some offerings were to provide general education sections to specific programs (which must be offered at a certain time--sometimes outside the standard block timetable--to fit with their schedule), other offerings were made in service of the evening AA program, and still others were made to provide students with more options to fit required general education courses into their schedules (such as offering MWF and TR sections). Courses with multiple sections offered in both semesters are offered in varying time slots across Fall and Spring in an attempt to accommodate as many students as possible. One creative solution we have implemented to address chronically low-enrolled music ensemble classes is to offer them in

collaboration with OCET; this allows students to take the course for credit while community members take the course for personal enrichment, and the cost of the instructor is shared by OCET and Academic Affairs. These music courses are still flagged as low-enrolled even though they have sufficient enrollment. For example, during 19/20, six MUS classes were flagged. However, once OCET enrollment was factored in, the total enrollments were 9, 10, 19, 19, 20, and 20. Clearly not all six of these classes should have been flagged.

Furthermore, decisions about whether to run courses must be made at the very beginning of the semester and are based upon enrollment at that time, while the official low-enrollment report uses only the census date data, which is from six weeks later in the semester. Student attrition patterns system-wide show us that there can be significant shifts in student enrollment during these crucial first six weeks. This means that a course section which is not low-enrolled at the beginning of the semester can become so by the date of the official census.

Effectiveness Indicators-- Progressing

The completion rates for our courses remained high (75%) despite the number of distance courses increasing from 27 in 19/20 to 165 in 20/21 (a 511% increase!). The number of withdrawals also decreased 20% from 248 to 198. Our Fall to Spring persistence remained steady at 70%. This is likely a result of students (and faculty) getting more comfortable with online classes.
As might be expected, our Fall '19 to Fall '20 persistence took a hit from 45% to 41% likely due in large part to COVID. Our transfers were also down, also likely due to COVID.

Distance Education

As mentioned earlier, the AA program saw a 511% increase in courses. This was coupled with a 469% increase in the number of students served (471 to 2,681). The fill rates for our online courses was 75%. Our successful completion rates remain high (74%) and while the number of withdrawals may look alarming at 180 compared to 35 the previous year, it is our lowest percent of withdrawals (6.7%) since this metric was first tracked in 2016/17.

Performance Measures

Despite the slight decrease in majors, we saw an increase in both the total number of degrees and certificates awarded as well as those awarded to NH students. We saw an increase in the number of graduates who had received Pell grants which may be partially attributed to COVID. Finally, we saw fewer transfers to a UH 4-year institution. This may also be partially due to COVID with students opting to take an off-year.

Significant program or unit actions (new certificate(s), stop outs)

The system began phasing out Exploratory majors in 2019 due to financial aid issues and confusion for students. After conversations with BED and HED, paperwork to stop-out the three Exploratory majors of Business, Health, and Education was submitted. All three majors will be terminated Effective Fall 2022.

Strengths: The Liberal Arts program continues to provide high-quality courses in a wide variety of disciplines in a cost-efficient manner. Almost all Liberal Arts courses satisfy Diversification or Foundations hallmarks, thereby serving not only our own program's students but also providing the vast majority of general education courses for all campus programs. We also provide the majority of WI courses, all Speech courses, and several of the HAP courses on campus, which are graduation requirements for several programs, including Liberal Arts itself. KCC is part of the University of Hawai'i, which aims to be a premiere indigenous-serving institution, so the Liberal Arts program's offering of courses in Ethnobotany and Ethnozoology, and its stated goals being aligned with Hawai`i Papa O Ke Ao, directly support this stated priority of the UH system.

#	Demand Indicators	2018-19	2019-20	2020-21
1	Number of Majors	409	415	411
1a.	Number of Majors Native Hawaiian	135	140	126
1b.	Fall Full-Time	30%	29%	25%
1c.	Fall Part-Time	70%	71%	75%
1d.	Fall Part-Time who are Full-Time in System	5%	8%	9%
1e.	Spring Full-Time	25%	23%	19%
1f.	Spring Part-Time	75%	77%	81%
1g.	Spring Part-Time who are Full-Time in System	8%	7%	11%
2.*	Percent Change Majors from Prior Year	-17%	1%	-1%
3	SSH Program Majors in Program Classes	5,009	4,781	4,741
4	SSH Non-Majors in Program Classes	4,988	4,565	4,264
5	SSH in All Program Classes	9,997	9,346	9,005
6	FTE Enrollment in Program Classes	333	312	300
7	Total Number of Classes Taught	233	245	214

#	Efficiency Indicators	2018-19	2019-20	2020-21
8	Average Class Size	15	14	15
9.*	Fill Rate	67.90%	64.90%	70.40%
10	FTE BOR Appointed Faculty	24	23	22
11.*	Majors to FTE BOR Appointed Faculty	17	18	18
12	Majors to Analytic FTE Faculty	17	15	18
12a.	Analytic FTE Faculty	24	26	22
13	Overall Program Expenditures	$0	$0	$0
13a.	General Funded Budget Allocation			
13b.	Special/Federal Budget Allocation			
13c.	Tuition and Fees			
14	Cost per SSH	$0	$0	$0
15	Number of Low-Enrolled (<10) Classes	51	76	62

#	Effectiveness Indicators	2018-19	2019-20	2020-21
16	Successful Completion (Equivalent C or Higher)	75%	74%	75%
17	Withdrawals (Grade = W)	194	248	198
18.*	Persistence Fall to Spring	68%	69%	70%
18a.	Persistence Fall to Fall	43%	47%	41%
19	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	86	53	72
19a.	Associate Degrees Awarded	53	46	52
19b.	Academic Subject Certificates Awarded	33	7	20
19c.	Goal	0	0	0
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0

20	Transfers to UH 4-yr	50	42	36
20a.	Transfers with degree from program	17	21	15
20b.	Transfers without degree from program	33	21	21
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal			
20d.	Difference Between Transfers and Goal			

#	Distance Indicators	2018-19	2019-20	2020-21
21	Number of Distance Education Classes Taught	27	27	165
22	Enrollments Distance Education Classes	490	471	2,681
23	Fill Rate	74%	72%	75%
24	Successful Completion (Equivalent C or Higher)	70%	76%	74%
25	Withdrawals (Grade = W)	59	35	180
26	Persistence (Fall to Spring Not Limited to Distance Education)	60%	58%	64%

#	Performance Indicators	2018-19	2019-20	2020-21
27	Number of Degrees and Certificates	53	46	52
28	Number of Degrees and Certificates Native Hawaiian	10	14	15
29	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
30	Number of Pell Recipients1	30	23	29
31	Number of Transfers to UH 4-yr	50	42	36

Link to online data can be found here:
https://uhcc.hawaii.edu/varpd/index.php?y=2021&c=KAU&t=GPP&p=2429

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

PSLO 1 Communicate effectively both orally and in writing in Standard American English.

PSLO 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.

 PSLO 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.

PSLO 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.

PSLO 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.

PSLO 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.

PSLO 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.

b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

The Liberal Arts program conducted an in-depth analysis in Fall 2020 of all data collected in its first cycle of PSLO assessment. While some PSLOs (notably 1, 4, and 5) were assessed relatively thoroughly, the overwhelming opinion regarding the data was that our existing PSLOs are far too broad to be meaningfully assessed, and that a more manageable way of conducting ongoing program-level assessment needed to be devised. A working team of invested faculty was formed to

review and clarify the existing PSLOs, and this work began in Spring 2021. However, as work progressed, it became apparent that this was an opportunity to thoroughly revise not only the PSLOs, but the program itself to more accurately reflect the vision and priorities of the program faculty. In addition, the team was advised to fundamentally shift our PSLO focus away from general education, which has previously governed the PSLOs, toward identifying what makes the Liberal Arts distinct from other programs. This sea-change is timely, especially considering the upcoming changes to the UH general education plan. Therefore, a faculty member was given assigned time to conduct research to advise the team, and the project has continued into Fall 2021. The team is currently meeting every two weeks and is making good progress on clarifying and focusing the PSLOs to truly reflect the identity of Liberal Arts and then developing a plan for assessing these outcomes.

       c) Assessment Results.

Because the program is actively revamping its program identity, PSLOs, and assessment plans, no new assessments were conducted at the program level during the 2020/2021 academic year.

       d) Changes that have been made as a result of the assessment results.

A working team was formed to review and clarify the existing PSLOs, recommend any purposeful changes to the program itself, and to devise a more workable plan for conducting program-level assessment. This work began in Spring 2021 and is ongoing. The team plans to have a draft ready for presentation to all Liberal Arts faculty by the end of the Fall 2021 semester.

4. Action Plan

The next comprehensive review for the AA program will be in 2025.

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.
* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

Program Goal 1: Increase Liberal Arts graduates (aligned with KCC Priority Goal 1)

Desired Outcome: Increase student graduation rates to 55 students per year by AY 2025/2026.
Progress Note: The Number of Associate Degrees awarded rose from 46 in 2019-20 to 52 in 2020-21. In addition, the number of Academic Subject Certificates awarded rose from 7 to 20 in the same period.

Program Goal 2: Increase Native Hawaiian graduates (aligned with KCC Goal 2)
Desired Outcome: Increase # of NH graduates to a rate commensurate with % NH program majors by AY 2025/2026.
Progress Note: The Number of Degrees and Certificates granted to students identifying as Native Hawaiian rose from 14 in 2019-20 to 15 in 2020-21. This is more than commensurate with the % of NH program majors, which declined from 140 to 126 in the same period.

Program Goal 3: Increase student transfers (aligned with KCC Priority Goal 4)
Desired Outcome: Increase annual # of transfers to four-year programs by 2% per year (with the caveat that this may not be possible until the COVID restrictions are gone)
Progress Note: The number of student transfers to UH 4-year institutions declined slightly from 42 in 2019-20 to 36 in 2020-21. This is almost certainly related to the ongoing impacts of the COVID-19 pandemic, as fewer students are wanting to relocate to another island during the pandemic. However, the UHCC Strategic Planning Council Spring 2021 summary of data indicates 308 KCC students transferred to non-UH 4-year institutions in 2020, up from 296 the year before; the same report shows 80 students transferring to UH 4-year institutions during the same period. Extrapolating from ARPD numbers, roughly half of these transfer students are likely Liberal Arts students.
The Liberal Arts program has continued to ensure that as many courses as possible are articulated for transfer throughout the UH System, and has affirmed its investment in the Interstate Passport initiative. In addition, the program continues to explore options for mini-credentials (such as the ASCs in Mathematics and English) aimed at improving students' ability to transfer to 4-year UH institutions with courses that will contribute meaningfully to B.A. degrees in particular divisions.

Program Goal 4: Increase percentage of students completing their college-level English and/or Math within the first year. (aligned with KCC Goal 6)
Desired Outcome: (1) By AY 2025/2026, 75% of students placed at one level below college-ready standards will complete their college-level Math and/or English course within one semester of first enrolling in Math and/or English. (2) By AY 2025/2026, 70% of students placed at two or more levels below college-ready standards will complete their college-level Math and/or English course within one year of first enrolling in Math and/or English.
Progress Note: The APRD for corequisite Math and English is potentially corrupted. While there was an opportunity to review the data, the corequisite programs are not part of the Liberal Arts program data. As such, the data concerns were only recently shared with

the system office. Regardless, we will interpret as best we are able. The following summarizes student completion of college-level Math and English courses in 2020-21:

Math
- **For students placed into college-level math.**
  - Of the 49 students placed into college-level math and took it during their first semester, 80% (39 students) were successful, compared to 43 of the 61 students (70%) who placed at college-level the previous year.
- **For students placed at 1 level below college-ready:**
  - Number of students enrolled at this level decreased from 47 in 2019-20 to 15 in 2020-21. This decline in numbers is likely due to the drastic increase in the number of students with no placement information. There is concern that some of the assessment metrics put in place due to COVID (such as EdReady) may not be accounted for in regards to a "placement"
  - Completion of college-level Math within one semester increased from 62% to 80% in 2020-21.
- **For students placed at 2 levels below college-ready:**
  - Number of students enrolled at this level increased from 70 in 2019-20 to 78 in 2020-21.
  - Completion of college-level Math within one year increased from 36% to 44%.
- **For students with no placement information:**
  - Number of students enrolled at this level increased from 12 in 2019-20 to 45 in 2020-21. This could be due to the high reliance on alternative placements such as Ed Ready during the COVID-19 pandemic that may not be properly reflected in the ARPD. An inquiry has been submitted to System.
  - Completion of college-level Math within one year increased from 50% to 67%.

English
- **For students placed into college-level English.**
  - 61 of the 110 students (55%) who placed directly into college-level English completed the course successfully in 2020-21, compared with 99 of 143 students (69%) in the previous year. (It is likely the actual numbers of students enrolled and students successfully completing are both higher, but this can only be confirmed by re-evaluating the raw data.) This low success rate is likely attributable to ongoing issues with students (recent high school graduates) placing into college-level English without the necessary entry skills. The English department, in collaboration with KCC's Institutional Researcher, conducted an extensive placement study, and the main culprit appears to be placement in ENG 100 via a self-reported 2.6 high school cumulative GPA. Inflated GPA scores were evident among some students who were unsuccessful in ENG 100. **The English department emphatically recommends that high school GPAs be documented on transcripts if they**

are to be used as placement criteria, and that the GPA-based placement criteria for college-level English be revised to be analogous to that currently used for college-level mathematics placement: 2.6 GPA and B or higher in 12 Grade ELA course. Placement methods like EdReady are still recommended for the small number of students who don't have a recent HS GPA to report. Students who place at lower levels tend to be placed using different or multiple criteria. Returning to the Accuplacer placement test once testing centers reopen will, to a certain extent, improve placing students at levels where they are most likely to succeed. We know an Accuplacer score of 5 is a good predictor of success for students placing into ENG 100, but a score of 4 or below is not a good predictor (link to Accuplacer Validity Study). Furthermore, data from the past 4 semesters indicate that recent Kaua'i-area high school graduates taking ENG 100 (excluding Early College students) have approximately a 60% chance of earning a "C" or higher when placed by cumulative high school GPA:

- Kapaa HS: 59% of students pass with a grade of "C" or higher
- Kauai HS: 60% of students pass with a grade of "C" or higher
- Waimea HS: 62% of students pass with a grade of "C" or higher
- Other HS: 72% of students pass with a grade of "C" or higher

This, combined with publicly-available data (per the 5/23/21 *The Garden Island*, for the class of '21), suggests grade inflation at Kapa'a and Waimea high schools in the most recent graduating class, a trend we see each year and which has also included Kaua'i HS to a lesser extent:

- Kapa'a HS: 33/258 valedictorians (12.8% of the graduating class)
- Waimea HS: 11/129 valedictorians (8.5% of the graduating class)
- Kaua'i HS: 12/274 valedictorians (4.4% of the graduating class)

The single most reliable placement method for college-level English remains 'human placement,' in which students submit a written sample which is then reviewed by an English faculty member; however, without appropriate compensation for reviewers, this remains impractical. **Going forward, the English department recommends the college explore funding human placement for incoming students whose multiple placement measures do not coherently indicate an appropriate placement, rather than continuing the existing practice of placing students at the highest level indicated by any single placement criterion.** Furthermore, students who indicate apprehension about their English skills or concern about being placed above their ability to succeed, or who have already unsuccessfully attempted ENG 100, should not be deterred from enrolling in the co-requisite ENG 100+ENG 100S (one level below college-ready) or even ENG 75 (two levels below college-ready); instructor permission/override is available for all of these courses, regardless of placement criteria scores.

- **For students placed at 1 level below college-ready:**
  - Number of students placing 1 level below who enrolled in college-level English within one semester decreased from 27 in 2019-20 to 26 in 2020-21. This decrease is likely due to the Student Services practice of placing

students per the highest possible criterion--such as cumulative high school GPA--which does not necessarily measure a student's ability to read and write.
- Completion of college-level English within one semester increased from 48% to 65% in 2020-21. This is likely due to improvements in the support provided through the corequisite ENG 100L course, including embedded professional tutors.
- **For students placed at 2 levels below college-ready:**
  - Number of students placing 2+ levels below who enrolled in college-level English within one year increased from 16 in 2019-20 to 62 in 2020-21.
  - Completion of college-level English within one year increased from 25% to 65% in 2020-21.
  - This marked increase in success is likely due to a revamping of the English 75 curriculum, increasing from 5 to 6 credits to include additional self-management and college success material, and to a change in primary instructor.
- **For students with no placement information:**
  - Number of students decreased from 6 in 2019-20 to 1 in 2020-21.
  - The single student did not complete college-level English within one year.

Program Goal 5: Increase student retention in Liberal Arts program (aligned with KCC Priority Goal 7)
Desired Outcome: By AY 2025/2026, increase fall-to-spring persistence to 75%. Increase fall-to-fall persistence to 48%.
Progress Note: Fall-to-spring persistence has increased nominally from 69% in 2019-20 to 70% in 2020-21. In the same period, fall-to-fall persistence declined from 47% to 41%. This implies that, while students who were enrolled in fall 2019 chose to continue at KCC in spring 2020, the pandemic's onset--and its accompanying fiscal impacts on many island households--during spring 2020 adversely affected many students' ability and/or willingness to continue with their courses of study during the height of the pandemic in August of 2020.

Program Goal 6: Increase student credit accumulation (aligned with KCC Priority Goal 7)
Desired Outcome: By AY 2025/2026, 65% of full-time Liberal Arts students will earn at least 20 credits after 1 year and 65% of part-time students will earn at least 9 credits after 1 year.
Progress Note: This metric requires the assistance of an Institutional Researcher. We hope to update the APRU by November 30th.

Program Goal 7: Reduce the time to degree (aligned with KCC Priority Goal 7)
Desired Outcome: By AY 2025/2026, 50% of full-time Liberal Arts students will graduate within 3 years.
Progress Note: This metric requires the assistance of an Institutional Researcher. We hope to update the APRU by November 30th.

Phased-out Program Goal: Increase campus and community sustainability (aligned with KCC Goal 11) due to stopping out of S-designation, SSM, and One Theme-One Campus (OTOC) courses. This goal is more appropriate for a campus goal.

Revised Program Goal 8: Offer high-quality distance education (DE) courses in addition to F2F instruction to better support student access and equity. (aligned with KCC Priority Goal 12)

Revised Desired Outcomes: (1) Increase # Liberal Arts faculty completing QM training (or equivalent) and KCC-offered DE-related certification. (2) Within 3 years, all instructors teaching distance learning courses will be peer-evaluated at least once using the Distance Learning committee procedures. (3) Increase the number of students taking Liberal Arts DE courses through Kaua'i CC who earn a C or better by 3% per year.

Progress Note: This goal was originally set before the COVID-19 pandemic; obviously, the shift to DE during the pandemic has made the previous goal obsolete, with 165 course sections offered online in 2020-21, contrasted with 27 the previous year. Based on expressed student preferences in the most recent student survey, we anticipate that DE offerings will continue to figure prominently in the Liberal Arts program even after we return to normal campus operations. Therefore, it seems appropriate to direct our efforts at improving our offerings rather than simply increasing them.

Program Goal 9: Reduce the cost of education for students. (aligned with KCC Priority Goal 14)

Desired Outcome: (1) Increase # courses with TXT0 designation. (2) Increase # courses with textbook costs reduced from previous year.

Progress Note: With the shift to DE learning caused by the COVID-19 pandemic, more faculty have provided students with the option of using less expensive IDAP materials facilitated by Laulima. Students have also been encouraged by some instructors to purchase or rent an increasing number of textbooks from online retail locations at lower prices than those available at the KCC bookstore.

As can be seen by the following table, the number of courses offering TXT0 has increased from 16 to 62. The total percentage of LA courses identified as TXT0 has increased from 6.3% to 27.8%. We anticipate these numbers will continue to increase as there were 42 TXT0-designated courses in Fall 2021 and 36 scheduled to be offered in Spring 2022.

	Fall 2019	Spring 2020	19/20	Fall 2020	Spring 2021	20/21
Total Sections	127	125	252	123	100	223
TXT0	9	7	**16**	36	26	**62**
% TXT0	7.1	5.6	**6.3**	29.3	26	**27.8**

We have also begun working with the bookstore to track textbook prices so that we can better report on faculty activities (such as using IDAP or using course packets) that have helped reduce textbook costs.

Program Goal 10: Implement Hawai'i Papa O Ke Ao—Culture and Language (Aligned with KCC Priority Goal 15) with the overarching goal of normalizing bilingualism across campus.
Desired Outcome: # of campus signs/building names using Hawaiian language. Increase # internal processes and forms using Hawaiian language (eg. division & committee agendas, paper and online forms)
Progress Note: This has been delayed by the COVID-19 pandemic, but internal efforts are ongoing. LAH division agendas are now bilingual and OA for SAM is working with her Kumu/cultural practitioner before making the transition. Another initiative being explored is including `Olelo Hawai`i in Kuali's curriculum management (as is currently being done with KAP CC's course outline in Kuali). While such an initiative requires collaboration across campus, it is appropriate for the Liberal Arts program to lead this initiative in consultation with Hawaiian Studies. Hawaiian Studies has limited faculty time and resources for this, but LAH and SAM division chairs can continue to work with other division chairs and administration to implement changes across the college.

Program Goal 11: Implement Hawai'i Papa O Ke Ao—Values and Decision-Making (Aligned with KCC Priority Goal 15)
Desired Outcome: Incorporate Native Hawaiian values into program decision-making processes.
Progress Note: This has been delayed by the COVID-19 pandemic, but internal efforts are ongoing. Both LAH and SAM strive to include in decision-making *alaka'i* (courageous and committed leadership in service), *ha'aha'a* (open transparency and modesty), *ho'ohanohano* (honoring the virtue and dignity of others), *pa'a ka waha* (observant prudence), and, above all, *pono* (consideration and involvement of all people, relationships, and present situations). However, a formal identification of the Hawaiian values most relevant to decision-making and implementation of a systematic process for incorporating these values into division and program decision-making has not yet occurred.

Program Goal 12: Continue to offer high-quality, supported instruction in a variety of disciplines taught by well-qualified permanent faculty in well-equipped facilities. (Aligned with KCC Priority Goals 1 and 7, and Goals 6, 9, and 13)
Desired Outcome: (1) Maintain current faculty levels and fill outstanding vacant positions. (2) Improve classroom facilities/teaching environments. (3) Constant or improved professional tutoring availability in English and math.
Progress Note: Filling vacant faculty positions has been delayed by the hiring freeze, but internal efforts are ongoing. Available funds have been used to improve classroom technology for enhanced accessibility (such as hybrid delivery). Professional tutoring has been maintained.

Program Goal 13: Review and revise, if necessary, PSLOs and assessment strategies for PSLOs. (Aligned with KCC Priority Goal 15)
Desired Outcome: Create a program task force to review/revise PSLOs by end of Fall 2021; develop and implement revised assessment strategies by Fall 2022.
Progress Note: A working team of invested faculty was formed to review and clarify the existing PSLOs, and this work began in Spring 2021. However, as work progressed, it became apparent that this was an opportunity to thoroughly revise not only the PSLOs, but the program itself to more accurately reflect the vision and priorities of the program faculty. In addition, the team was advised to fundamentally shift our PSLO focus away from general education, which has previously governed the PSLOs, toward identifying what makes the Liberal Arts distinct from other programs. The team is currently meeting every two weeks and is making good progress on clarifying and focusing the PSLOs to truly reflect the identity of Liberal Arts and then developing a plan for assessing these outcomes.

Program Goal 14: Create Academic Subject Certificates in humanities and arts to attract students interested in such fields and prepare them for transfer to UH 4-year institutions. (Aligned with KCC Priority Goal 4).
Desired Outcome: Increase number of ASCs aligned with UH System 4-year programs.
Progress Note: This has been delayed by the COVID-19 pandemic, but internal efforts are ongoing. The current ASCs are beginning to see more student interest. Plans are in place to re-propose ASCs in other areas of high student interest, including languages, visual arts, and performing arts, to encourage 4-year transfers.

Program Goal 15: Safeguard and maintain specialized equipment to reduce future costs. (Aligned with KCC Priority Goal 14 and Goals 10, 11, 13)
Desired Outcome: Maintain or reduce equipment maintenance costs.
Progress Note: Ongoing. Judicious use of special funding sources and grants has allowed for upgrades and repairs in areas where equipment and technology required it.

Revised Program Goal 16: Improve efficiency by monitoring data points and ARPD metrics to ensure they accurately reflect the realities of the program. Use accurate data to inform measures to reduce low-enrolled courses. (Aligned with KCC Priority Goals 1, 4, and 7 and Goals 2, 3, 5, and 6)
Desired Outcomes: (1) Continue to check for data misalignments. (2) Reduce the percentage of class sections with below 50% fill rates per AY in Liberal Arts program courses by 10%.
Progress Note: Ongoing. Collaboration with UHCC System office to correct erroneous course allocations and working closely with Banner-entry personnel to ensure appropriate cross-listing of corequisite classes has significantly reduced the number of courses attributed to Liberal Arts with low enrollment. The number of low-enrolled courses flagged in the Liberal Arts AA program has decreased from 76 to 62, and we expect that continuing to correct data misalignments during 2020-21 will cause this to further decrease. In the 2020-21 data set, 12 sections were erroneously included due to cross-listing errors, an

additional 15 sections listed as low-enrolled actually had between 60% and 100% enrollment, 13 more sections were misallocated to Liberal Arts, and 6 sections were split credit/OCET offerings--a total of 46 out of the 62 class sections flagged as low-enrolled. In addition, we have made conscientious and judicious scheduling decisions going forward, working actively with other divisions to ensure synchronous courses are offered at times that best serve the needs of both Liberal Arts and CTE programs, and limiting the number of sections of chronically low-enrolled classes.

In determining if a course is low-enrolled, it remains difficult to fairly apply the <10 enrollment benchmark to all of our classes unilaterally; a fill-rate percentage is more accurate. As indicated above, 15 F2F class sections with fewer than 10 students nonetheless had fill rates above 50%--some classrooms already had limited capacities due to the number of available work stations or physical space, and classroom occupancy maximums have also been impacted by COVID social distancing requirements.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ **I am NOT requesting additional resources for my program/unit.**

1) **Two (2) FTE English instructional positions (replacements for retiring tenured faculty).** In addition, converting one temporary FTE English position to tenure-track was approved in 2018 and 2019, but was rescinded due to budget shortfalls and COVID hiring freeze. These positions are critical. English is required in every degree program and if the retiring faculty are not replaced, the remaining faculty will be unable to provide all necessary sections (including serving Early College needs). Limited availability of qualified lecturers makes covering needed sections in this manner impractical. **COST: salary and fringe benefits for two instructors. DATE NEEDED: Fall 2022 PROGRAM GOALS: #1-7, 12**

2) **One (1) FTE Psychology instructional position.** KCC has been without a FTE Psychology instructor since the end of Spring 2019. About 10% of KCC students take these courses every year, and at least one is required for almost all Liberal Arts students in order to complete DS requirements. **COST: salary and fringe benefits for one instructor. DATE NEEDED: Fall 2022. PROGRAM GOALS: #1-7, 12**

3) **One (1) FTE for Hawaiian/Hawaiian Studies instructor position.** This would refill a position vacated by a faculty retirement in Spring 2021. The position is needed to continue to support the Pacific Cultures requirement in the Liberal Arts degree program, as well as to support Hawaiian language instruction--students in the Liberal Arts who plan to transfer to a

4-year institution are strongly encouraged to complete at least some second language instruction in their first two years of study. (This position is also being requested by the Hawaiian Studies program.) **COST: salary and fringe benefits for one instructor. DATE NEEDED: Fall 2022. PROGRAM GOALS: #1-7, 12, 14**

4) **One (1) FTE Art instructional position.** Approval to hire a non-tenure-track ART instructor was granted in response to the 2019 APRU, but rescinded due to the COVID hiring freeze. The need remains the same. **COST: salary and fringe benefits for one instructor. DATE NEEDED: Fall 2022. PROGRAM GOALS: #1-7, 12, 14**

5) **One (1) FTE Philosophy/Religion instructor position.** This would be a replacement for a tenure-track instructor who did not continue employment with the college after Spring 2021. Philosophy courses are popular with KCC students and support the DH and FQ requirements for the Liberal Arts degree. Religion courses likewise support the DH and FG requirements. This position would support F2F delivery of these important courses. **COST: salary and fringe benefits for one instructor. DATE NEEDED: Fall 2022. PROGRAM GOALS: #1-7, 12**

6) **One (1) FTE Physics instructional position.** This position was on track to be institutionalized from an expiring grant-funded position, but the COVID-19 hiring freeze meant that this plan was not implemented. The need for a second physical science instructor remains the same. (This position is also being requested by the ASNS program.) **COST: salary and fringe benefits for one instructor. DATE NEEDED: Fall 2022. PROGRAM GOALS: #1-7, 12**

7) **Replace cabinets and shelving in NSCI 107 and 101.** The fixtures in these two rooms are nearing their end of life and will need to be replaced soon. Several of the cabinets are falling apart and some of the counterspace has holes in it. Recently installed electrical outlets are no longer firmly attached to the lab stations because the integrity of the material has been compromised. This minor renovation will alleviate the safety issues posed by the existing cabinets. (This is also being requested by the ASNS program.)**COST: $8000-$12,000, per estimate by Pat Watase for similar work performed last year in another classroom. This would be for a bin for disposal, paint, flooring, and baseboards. PROGRAM GOAL: #12**

8) **One (1) FTE Agriculture instructional position.** Approval to hire a non-tenure-track AG instructor was granted in response to the 2019 APRU. Unfortunately, due to COVID, a hiring freeze was implemented. Agriculture in Kauaʻi is part of the culture, history, place, and future of this island. As agriculture transitions from large-scale corporate agricultural production to a diversified entrepreneurial agribusiness that produces for local markets, a large, well-trained workforce in agriscience and agribusiness is required. A full-time position would provide someone to restructure and revamp the program to meet the current needs of the island as well as maintain the Breadfruit research farm. (This position may also be requested by a program within the Trades and Technology Division.) **COST: salary and**

fringe benefits for one instructor. DATE NEEDED: Fall 2022. PROGRAM GOALS: #1-7, 12

9) **Two (2) Professional Math tutors; Three to Four (3-4) Professional English tutors.** Currently, these tutors are funded through the Academic Success Center's tutoring budget and various grants, an arrangement likely to continue for the foreseeable future. However, these positions are so important for supporting student success, particularly for students enrolling at KCC with English and/or math skills at one or two levels below college-ready, that we include the request here to underscore its importance and to illustrate that it directly supports Liberal Arts program goals. **COST: salary and fringe benefits for year-to-year casual hires. Date needed: Fall 2022. PROGRAM GOALS: #6, 12**

10) **One (1) Math Specialist (Academic Support Specialist).** Rather than continuing to hire professional math tutors, a longer-term math specialist would be able to collaborate with faculty to provide academic assistance to students in Mathematics. **COST: Fringe and benefits for APT Band A. PROGRAM GOALS: #6, 12**

11) **Studio/Classroom space for F2F instruction in drawing and painting.** Enrollment in drawing and painting courses has skyrocketed over the past few years, supporting the request for a FTE Art faculty (see #4 above). During the COVID-19 pandemic, these courses moved entirely online, and the studio space was reallocated to Creative Media, where it is being fully utilized on a daily basis. However, this means that all equipment and supplies for traditional drawing and painting have been moved into storage. When F2F classes are able to resume on a regular basis, studio space to once again offer these important courses will be needed. **COST: space request only. PROGRAM GOALS: #12, 14, 15**

12) **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. **COST: $3,000,000. PROGRAM GOAL: #12**

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ **I am requesting changes to the SOC codes/occupations listed for my program/unit.**