ANNUAL
REPORT OF PROGRAM DATA
2022

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

Liberal Arts

1. Program or Unit Description

The Liberal Arts Program 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.

The target student population is all students enrolled in Liberal Arts. Approximately 36% of Liberal Arts students are 18-19 years of age, with an additional 35% in the 20-24 age demographic. In fall 2021, 77% of Liberal Arts students were part-time, a population which grew to 86% in spring 2022. Liberal Arts faculty and courses also provide General Education support to all other campus programs.

2. Analysis of the Program/Unit

The overall health of the AA Program is *Progressing* and has been for the past six cycles. The data tables can be found starting on page 7.

Demand Indicators-- Needs Attention

LA had the most majors during the 2014-15 AY with 630 students. Since that time, the number of majors has undergone a steady decline down to a current low of 336 for 2021-22. Without the aid of a KCC-dedicated Institutional Researcher, it is difficult to derive conclusive interpretations of the data because we are unable to dive as deeply as we would like into the finer aspects of the available information (a limitation encountered many times in this section). We have identified four possible reasons for the decrease, although additional reasons may exist. The first is that the decrease could be due to the introduction of more degree options for students, such as the ASNS and AA in Hawaiian Studies. The second could be the enforcement of the Course Program of Study (CPOS), which started during the 2020-21 AY. The CPOS only pays financial aid on courses that are required for a program of study. It is possible that some students who were AA majors and not yet declared for a more specific major, such as ASNS or nursing, were encouraged to declare their major for financial aid considerations. The third reason is likely connected to the effects of COVID. Students may be waiting for things such as jobs and family to stabilize before pursuing a degree. They may also be waiting for KCC to determine its post-COVID identity in terms of scheduling

(online-vs-face to face). The final reason could be overall enrollment at the college as a whole. There was an 18% decrease in enrollment in the Liberal Arts program from 2020-21 to 2021-22 (a decrease of 75 students). During that same time, campus enrollment decreased by about 9%. In times of decreased campus enrollment, we have historically seen that more of the students who remained at KCC are interested in obtaining a work-ready (CTE) credential than an Associate's degree in Liberal Arts.

In line with the 18% decrease in majors is a 15% decrease in Native Hawaiian Students. 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, suffered more severe adverse health outcomes more frequently, and experienced more greatly reduced access to learning remotely than the non-Native Hawaiian population.

One trend we are noticing is that the percentage of KCC students who are part-time students is increasing dramatically. In fact, there was a significant increase in the percentage of students who are part-time at KCC but full-time in the UH system across the majority of non-cohorted programs. The percentage of Liberal Arts students who were full time in the system increased over 50%. This means that students are shopping, "cherry-picking" courses from various campuses that meet their scheduling needs and learning preferences. Rather than sharing students, as the UHCC System envisioned, we are instead forced to compete for students with other campuses. (Looking at the past 5 semesters, we have had, on the one hand, 835 non-KCC students take KCC classes, allowing us to bolster our enrollments in course sections which would otherwise likely be low-enrolled, but on the other hand, about twice as many KCC students–1626–have taken classes elsewhere.) A small campus, such as KCC, is less able to offer the wide variety of delivery modalities and different courses than larger campuses, especially when the significant decrease in KCC's number of teaching faculty since the onset of the COVID-19 pandemic is considered. With fewer instructors, it is increasingly difficult to offer the number of courses students now demand in the variety of modality choices they have come to expect. In a campus-wide survey, students also indicated they like having a variety of instructors from whom to choose, avoid instructors whom they feel require too much workload or academic rigor, and look for lower-cost classes, such as IDAP and TXT0 offerings. While our program seeks to accommodate as many of these student preferences as possible, at a small campus with declining faculty numbers, this has proven challenging. This, unsurprisingly, is seen in lower enrolment. Fewer teaching faculty=fewer course sections being offered=fewer students overall.

Efficiency Indicators--Healthy

Our *Majors to FTE BOR Appointed Faculty* rating has been healthy since at least the 2013-14 AY. Our fill rate has been *Progressing* since 2015-16. However, we did see a drop of a 70.40% fill rate in 2020-21 to a 60.6% fill rate in 2021-22. While the fill rate has dropped, the percentage of low-enrolled courses continues to hover around 30% which is consistent with percentages we have seen during COVID as we struggle to determine how best to serve our students and compete with course offerings from other campuses.

One issue that has been mentioned in previous APRUs that continues to be of concern to us is the **steady decrease in the number of FTE BOR Appointed faculty**. While this number does fluctuate, it has gone from a high of 27.75 in 2017-18 to a current low of 18 in 2021-22. ARPD data

for this program goes back to the 2008-09 AY and the current total of 18 faculty is the lowest in the data set. The second fewest faculty recorded for the program is 18.1 and it happened during the 2010-11 academic year. With two retirements at the end of the 2021-22 AY, we anticipate the 2022-23 AY data will show 16 FTE BOR-appointed faculty, in the absence of any new hires.

Pre-COVID, about 20% of our classes were flagged as being low-enrolled. Beginning in 2019-20, that percentage jumped to 31% (76 classes). 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 2020-21, the number decreased from 76 to 62 (29%). That number was further reduced to 51 sections but represents 31.5% of the classes. This is likely the effect of trying to schedule in a post-COVID environment. For example, we know that more students are shopping across the system as evidenced by the increase in the percentage (and number) of students who are part-time at KCC but fulltime in the system.

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 to provide students with more options to fit required general education courses into their schedules (such as offering MW 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. We are exploring a creative solution to address some of these chronically low-enrolled classes in which these sections are offered in collaboration with OCET; this allows tuition-paying students to take the course for credit while community members pay an OCET rate to take the course for personal enrichment; the cost of the instructor is shared by OCET and Academic Affairs. This creates a win-win for credit-seeking students, who do not have to deal with desired classes being canceled due to low-enrolment, for community members, who are able to pursue lifelong learning, and for the college, which is able to collect appropriate fees to offset instructional costs.

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. We are currently seeking this data for the 2022-23 AY.

Effectiveness Indicators-- Progressing

The number of Associate degrees awarded (64) is at a high not seen since 2018. It's possible that students' academic plans were disrupted and we are "catching up" on graduates. The number of ASCs awarded dropped. One possible reason is that, since ASC students are not declared, tracking them must be done manually and is time-intensive. Since ASCs are embedded within the Liberal Arts program, students can earn them without needing to take any courses outside of the Liberal Arts AA degree, and therefore all of the courses are covered by a student's financial aid package. Students can complete them within the 60-credit Liberal Arts degree by making selective choices in free electives and diversification options. From the college's perspective, these certificates are made

available to students without incurring additional faculty or administrative costs. In addition, ASCs are designed to prepare Liberal Arts students for pursuing discipline-specific study at UH 4-year institutions through completion of necessary foundational courses for bachelor degrees, thereby enhancing degree transferability. Early College students who are able to earn ASCs are recognized by the high schools and this enhances KCC's value in the eyes of the community.

The completion rates for our courses have consistently remained in the low- to mid-70s. In 2021-22 the completion rate was 73%. The number of withdrawals has also decreased significantly over the past three years. From a high of 248 in 2019-20 (which includes spring 2020 where we switched online mid-semester) to 198 in 2020-21 (a 20% decrease) to 137 in 2021-22 (a 30% decrease). This is likely a result of students (and faculty) getting more comfortable with online classes.
As might be expected, our persistence numbers took a hit; we speculate this was probably due to COVID, as outlined in the discussion about Demand Indicators above. However, with all of the shopping students are doing, there could be a new variable to account for--whether or not students are persisting, but are declaring another UHCC campus as their home campus for financial aid purposes. This factor will be explored in the next cycle with the assistance of KCC's Institutional Researcher (a currently advertised position).

Distance Education

The number of DE classes taught in 2021-22 decreased from a high of 165 to 109. This is the result of more classes returning to face-to-face and/or hybrid. We expect this number to remain higher than pre-pandemic levels (which were in the mid 20s) as we add multi-modal classes and explore ways to best serve our students. Worth noting is that the fall to spring Persistence for *all* students who took a DE class in the fall is 64% which is pretty much in line with the fall to spring Persistence of declared AA majors enrolled in all courses (66%).

Performance Measures

All performance measures improved. The Liberal Arts program saw an increase in the total number of degrees and certificates awarded, as well as those awarded to NH students. Finally, the number of students transferring to a UH 4-year institution increased. This could be an aspect of "re-setting"as students resume academic journeys on O'ahu or Big Island that had necessarily been postponed by COVID-related travel restrictions. Another factor that may be improving students' ability to transfer to 4-year institutions is the dramatically increased number of distance learning courses now offered by the UH 4-year campuses. Over the past few years, students have become accustomed to high-quality online course offerings while earning their AA degrees at KCC, and now, due to the massive shift toward online instruction during and post-COVID, more Kaua'i students are willing and able to enroll in courses for 4-year degrees in more programs without being forced to relocate to another island.

Significant Program Actions

The UHCC System began phasing out exploratory majors in 2019 due to financial aid issues and confusion for students. After conversations with BED and HED, KCC's three Liberal Arts exploratory majors of Business, Health, and Education were terminated, effective fall 2022.

There were two tenured English faculty retirements in spring of 2022 and no new hiring of full-time AA faculty. Despite our requests to the system and evidenced continuing need, we have not been approved to hire crucial Psychology or Art (painting and drawing) faculty. A single full-time permanent English position and a full-time temporary Art position (in Creative Media, a separate program) are currently in the recruitment process, with hopes to hire in time for the fall 2023 semester.

Corequisite Math and English
Because these corequisite programs are so intimately connected with the Liberal Arts Math and English courses, it is most appropriate to review them here within the context of the overall Liberal Arts program. Unfortunately, it's not possible to provide a direct URL for these programs' ARPD, but they can be accessed through the ARPD website by selecting the Co-Req option in the drop-down menu for Category 3.

The APRD for corequisite Math and English is, again, potentially flawed. While there was an opportunity to review the data, the corequisite programs are not part of the Liberal Arts program data. As such, while the data concerns were shared with the system office, the needed clarity has not been achieved. For example, EdReady was implemented in fall 2020 for both Math and English. EdReady allows students to take a placement test without needing to go to a UH testing center. While this test is being used for placement, the ARPD data **does not reflect this**--all students who used EdReady for placement are classified as having no placement score.

Prior to 2020-21 AY, the percentage of students with "no placement score" was about 6% for Math and about 2% for English. The averages for 2020-21 and 2021-22 jumped to 38% for Math and 29% for English. The system hopes to fix this problem for the 2022-23 ARPD data run. Until such time as the data is fixed, we will interpret as best we are able. The following summarizes student completion of college-level Math and English courses in 2021-22:

Math
- **For students placed into college-level math (not counting EdReady)**
  - Of the 30 first time degree seeking students who placed into college-level math and took it during their first semester, 63% (19 students) were successful. This is down from 82% the previous year. We could be seeing the impacts that COVID had on students trying to learn the prerequisite material. The prerequisite courses may not have been as robust and students are struggling with the fundamentals in their college-level course.
- **For students placed at 1 level below college-ready (not counting EdReady)**
  - The number of students enrolled at this level decreased from 23 in 2020-21 to 10 in 2021-22. This decline in numbers is likely due to EdReady placement being counted

as "No Placement" in the ARPD data. On the positive side, completion of college-level Math within one semester increased from 74% to 80% in 2021-22.
- **For students placed at 2 levels below college-ready (not counting EdReady)**
  - Number of students enrolled at this level decreased from 72 in 2020-21 to 25 in 2021-22. Again, likely due to EdReady being mis-categorized.
  - Completion of college-level Math within one year held steady around 44%.
- **For students with no placement information:**
  - This includes all students who used EdReady for Placement
  - It is not possible to draw any conclusions from this data.

English
- **For students placed into college-level English. (not counting EdReady)**
  - According to the ARPD, 39 of the 84 students (46%) who placed directly into college-level English completed the course successfully in 2021-22, compared with (55%) in the previous year. This declining success rate is likely attributable to ongoing issues with students (recent high school graduates) placing into college-level English without the necessary entry skills, as well as to pandemic-related learning loss experienced by recent high school graduates. (It is almost certain that 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.)
- **For students placed at 1 level below college-ready (not counting EdReady)**
  - According to the ARPD, the number of students placing 1 level below who enrolled in college-level English within one semester decreased from 31 in 2020-21 to 8 in 2021-22. (Again, it is certain that 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.)
  - Completion of college-level English within one semester declined from 58% to 50% in 2021-22. Keeping in mind that this same measure from last year's APRU was later corrected to 65%, it seems unlikely that this 50% measure is even close to accurate.
- **For students placed at 2 levels below college-ready (not counting EdReady)**
  - Number of students placing 2+ levels below who enrolled in college-level English within one year decreased from 33 in 2020-21 to 6 in 2021-22. Completion of college-level English within one year increased from 58% to 67% in 2021-22. This data is again deeply erroneous as it does not align with the corrected data from last year's APRU, nor does it take into account that the college's only 2-levels-below English course (ENG 75) did not run during the 2021-22 academic year due to a misunderstanding about placement requirements.
- **For students with no placement information (and all students who utilized EdReady)**
  - This includes all students who used EdReady for Placement
  - This data is too deeply erroneous to interpret.

Overall Program Strengths
The Liberal Arts program continues to provide high-quality courses in a wide variety of disciplines. Almost all Liberal Arts courses satisfy Diversification or Foundations hallmarks, serving AA

degree-seeking students in Liberal Arts and Hawaiian Studies, and AS degree-seeking students in Natural Science, while many of these same courses also form the AS and AAS degree "core options" for all other campus programs. Liberal Arts also provides 20 credits of the 70-credit AS program in Nursing. This solidifies an ongoing demand for Liberal Arts courses in Foundational (FW, FQ, and FG) and Diversification (DA, DB, DH, DL, DP, and DS) areas, overlapping with the core options areas of Communication; Thinking, Reasoning, and Mathematics; Cultural Environment; Natural Environment; and Social Environment. The Liberal Arts program also provides the majority of WI courses and all Speech courses on campus, which are graduation requirements for several programs, including Liberal Arts itself. Addressing the University of Hawai'i's stated imperative to "fulfill kuleana (responsibility) to Hawaiians and Hawai'i," the Liberal Arts program offers a few Hawaiian- and Pacific-oriented courses, including courses in Ethnobotany and Ethnozoology (in collaboration with the Hawaiian Studies program), requires a Pacific Cultures course, and has alignment with Hawai'i Papa O Ke Ao as one of its stated goals.

The link to the ARPD for Liberal Arts can be found here:
https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=KAU&t=GPP&p=2656

3. Program Student Learning Outcomes or Unit/Service Outcomes

<u>Program Student Learning Outcomes (PSLOs)</u>

Through a broad study of the arts, history, humanities, languages, mathematics, and natural and social sciences, students graduating with an A.A. degree in Liberal Arts will be able to...

1. Apply appropriate English language skills to effectively communicate complex ideas in academic and professional contexts.
2. Apply an iterative, reflective approach to finding, evaluating, and using information.
3. Apply mathematical concepts and quantitative literacy skills to solve problems.
4. Engage with artistic expression by applying established aesthetic principles and analytical techniques.
5. Apply evidence-based theories and methods of scientific inquiry to test ideas, predict outcomes, observe and measure results, and make informed decisions.
6. Use knowledge of diverse human experiences and ways of knowing from different times, nations, cultures, ethnicities, classes, and identities to inform critical thought and intellectual empathy.

a) Program Outcomes that have been assessed in the year of this Annual Review.
The Liberal Arts program revised its PSLOs and these new outcomes were unanimously accepted by the program faculty in February 2022. PSLO 1 was assessed in the 2021-22 AY and PLSO 3 was indirectly assessed in spring 2022. Since these are new PSLOs, these data should be regarded as baselines.

b) Assessment Results.
<u>PSLO #1: Apply appropriate English language skills to effectively communicate complex ideas in academic and professional contexts.</u>
The program assessed this PSLO for the 2021-22 academic year, looking back to fall 2021 in order to obtain a full year of data.

The writing portion of the PSLO was assessed in 88 students across nine different WI courses using the VALUE Written Communication rubric developed by AAC&U for cross-disciplinary use. Rubric scores were collected for all students earning final grades of C or higher. Since most of these courses are sophomore level, students' writing in them should be more reflective of the type of developed skills expected of an AA degree graduate, rather than the skills demonstrated in freshman ENG 100. Of the 88 students, 68 (77%) achieved C or higher final grades, with another eight students withdrawing, and an additional four students earning Ds, four receiving Fs, and four receiving Ns. On average, completing students met or exceeded expectations (defined as a rubric score of 3 or 4) in all rubric categories.

Final Grade	Student Count	Average of Genre/ Discipline Conventions	Average of Syntax/ Mechanics	Average of Understanding Context/ Purpose	Average of Content Development	Average of Use of Sources and Evidence
A	42	3.6	3.5	3.7	3.7	3.6
B	14	3	2.9	3.3	3.1	3.1
C	12	2.6	2.2	2.6	2.3	2.8
D	4	2.3	1.7	2.3	2	2
F	4					
N	4	3	3	3	3	2
W	8	3	1	3	3	2
	88	**3.3**	**3**	**3.4**	**3.2**	**3.3**

There were no face-to-face WI courses offered during the 2021-2022 academic year, but both asynchronous and synchronous courses were assessed. A total of 53 students were assessed in asynchronous courses, and 35 in synchronous courses, with 75% of asynchronous students and 80% of synchronous students being successful. When examining the two modalities, there was no significant difference in students' meeting or exceeding expectations in the rubric categories. Finally, when we looked at what instructors considered the primary reasons for students' not being successful, the most common reason was "personal issues," followed by a lack of basic writing skills and lack of attendance. The preponderance of "personal issues," "rarely participated," and "stopped submitting" concerns underscores the importance of instructional faculty maintaining communication with students and providing appropriate and timely referrals to internal resources such as Hale Malama and Student Basic Needs support; concerns about "basic writing skills" and "limited English proficiency" show that access to in-time tutoring assistance and correct student placement into English courses in which they have a reasonable chance of success remains essential for students with below-college level writing skills who are likely better-served in preparatory courses such as ENG 75. Liberal Arts faculty in English are continuing to work with counselors, tutoring, ESL/international student coordinators, UHCC placement criteria-setting groups, and Hale Malama to ensure better placement and just-in-time crisis interventions by trained mental health professionals.

Primary Reason for Failure	# students
DFN 5: Personal Issues	6
DFN 1: Basic Writing Skills	5
DFN 6: Never/rarely participated/attended	4
DFN 4: Stopped Submitting	2
DFN 3: ESL/Limited English Proficiency	1

The speaking portion of PSLO #1 was assessed in 126 students in SP 151 (115 students) and SP 251 (11 students) classes, with 111 of the students being assessed as "passing," based upon the instructor's evaluations of their final argumentative/persuasive speeches. While overall more students take Speech courses synchronously (80 students in 8 sections across two courses), class sizes are larger in sections offered asynchronously (46 students in 3 sections). Success rates in SP 151 are marginally lower in synchronous classes (79.7% passing) than in asynchronous classes (80.4%).

PSLO #3: Apply mathematical concepts and quantitative literacy skills to solve problems.
While PSLO #3 was not separately assessed, the analogous ISLO (Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues) was assessed in the spring 2022 semester. The assessments took place in Math 100, 103, and 115 as those are all 100-level FQ courses.

ISLO #3	spring 2022	spring 2022 Early College	Signature Assignment	Average
Math 100	11		Unit Conversion Question Quiz 6 Unit Conversions or Exam 2 or the Final Exam	72.73%
Math 103	10		Explain how the graph looks and why (identify and explain transformations)	80.00%
Math 115	17	23	Hypothesis Test or culminating project	82.50%

The students who regularly attended class and attempted homework generally demonstrated mastery of the PSLO.

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

PSLO #1: English faculty are pleased with the overall results in written communication, and with the use of WI courses to for assessing this outcome at the program level. Speech faculty are commended for high student success rates, and are encouraged to assess student achievement of PSLOs in a more robust manner (perhaps using the VALUE Oral Communication rubric) to provide more detailed insight on student learning patterns and routes for improvement.

PSLO #3: The math faculty are pleased with the overall results. They would like to better answer the questions of "What to do with students who have not succeeded?" and "How can we encourage all students to come to class?". To do that they will explore automating an alert system for our students who are red flags early on in the semester and will reach out to other math faculty across the system at events such as HSSI. The math faculty would also like to revisit the assessments to see if they are authentic ways to assess student success. The math faculty plan to directly assess PSLO 3 in a future semester.

4. Action Plan

The next comprehensive review for the AA program will be in 2025. The next comprehensive review for the AA program will be in 2025. In addition to facilitating the college's implementation of Hawai'i Papa O Ke Ao and seeking continuous ongoing improvement in traditional program ARPD metrics (increasing graduates, increasing Native Hawaiian graduates, increasing student transfers, increasing the percentage of students completing their college-level English and/or Math within the first year, increasing student retention, increasing student credit accumulation/reducing the time to degree), the Liberal Arts program plans to focus on the following goals:

Program Goal 1: Continue to offer high-quality, supported instruction in a variety of disciplines taught by well-qualified permanent faculty in well-equipped facilities. (aligned with UH Imperatives 1 and 4 and KCC Priority Goals 1-4)
Desired Outcome: (1) Maintain current faculty levels and fill outstanding vacant positions. (2) Improve classroom facilities/teaching environments. (3) Maintain or improve professional tutoring availability in English and math. (4) Maintain or reduce equipment maintenance/replacement costs.
Progress Note: Filling vacant faculty positions has been delayed by the hiring freeze and now-cumbersome approval process, and therefore the number of program faculty has declined considerably; the number of FTE BOR-appointed program faculty will drop to 16 for the 2022-23 AY in the absence of any new hires, a critical decline from 27.75 in 2017-18. A single full-time permanent English position is currently in the recruitment process, with hopes to hire in time for the fall 2023 semester. Available funds to support instruction have been used to improve classroom technology for enhanced accessibility (such as Here-or-There/Flex delivery). Professional tutoring has been maintained.

Program Goal 2: Review and revise, if necessary, PSLO assessment strategies and regularly review data gathered. (aligned with UH Imperative 1 and KCC Priority Goal 2)
Updated Outcome: Continue program task force's work to implement and review assessment strategies and spearhead program assessment activities.
Progress Note: A working team of invested faculty was formed to review and clarify the existing PSLOs, developing new PSLOs which truly reflect the identity of Liberal Arts, which were adopted by the program faculty in February 2022. The program faculty discussed concrete plans for assessing these outcomes in March 2022, deciding to formally assess 2 PSLOs per year on a 3-year cycle, trying to align them with the General Education ISLOs being assessed at the same time. PSLO 1 was directly assessed and PSLO 3 was indirectly assessed in the 2021-22 AY, and plans to assess for PSLOs 2 and 5 in the 2022-23 AY, and PSLOs 4 and 6 in 2023-24 AY are on track.

Program Goal 3: Create and market 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 UH Imperative 1 and KCC Priority Goals 1 and 3).
Desired Outcome: Increase number of ASCs aligned with UH System 4-year programs.
Progress Note: This was delayed by the COVID-19 pandemic and the UHCC System's decision to suspend approvals for new ASCs. Two new ASCs in visual arts and performing arts are currently in the curriculum approval process, aimed at meeting community requests for micro-credentials in

these areas while also facilitating student preparation in essential skills and foundational coursework to support transfer to 4-year UH institutions.

Program Goal 4 (New): Develop a coherent mission statement for the Liberal Arts program.
Desired Outcomes: By the time of the next APRU, the program will have developed a mission statement.
Progress Note: This is a new program goal.

5. Resource Implications

These requests are listed in priority order as determined by workload considerations (for personnel requests) and health/safety concerns (for facilities-based requests).

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

Personnel Requests

1) **One (1) FTE English instructional position (replacement for tenured faculty retired in spring 2022).** This position is critical. English is required in every degree program and if retiring faculty are not replaced, the remaining faculty are 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 one instructor. DATE NEEDED: fall 2023 PROGRAM GOAL: #1**

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 2023. PROGRAM GOAL: #1**

3) **One (1) FTE Art instructional position.** Approval to hire a non-tenure-track ART instructor (specifically in drawing/painting/visual arts) was granted in response to the 2019 APRU, but rescinded due to the COVID-19 hiring freeze. A lecturer has been consistently carrying a FTE load every semester for many years in order to meet student demand for these courses (which are consistently full), but this does not allow for other FTE duties such as curriculum development, college service, and student recruitment. The need for a full-time non-digital visual arts instructor, who could fulfill these duties and teach the classes–at a potentially lesser cost than the current C-level lecturer–is clearly supported. **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2023. PROGRAM GOAL: #1**

4) **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 if not greater. With the migration of our physics curriculum to online, we

have begun mailing students kits that allow them to engage in labs at home (at no cost to the student!). Creating and assembling and mailing these lab kits requires extensive time. Should we lose our current physics lecturer who goes above and beyond the call of duty, it is likely we would stop utilizing these lab kits or need to switch to commercial kits that the students would then pay for. (This position is also being requested by the ASNS program and is included here to support that request.) **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2023. PROGRAM GOAL: #1**

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 and online delivery of these important courses. **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2023. PROGRAM GOAL: #1**

6) **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 Kaua'i 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 if that restructuring is completed in time for the APRU process.) **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2023. PROGRAM GOAL: #1**

7) **One (1) Math Specialist (Academic Support Specialist) and Two (2) English Specialists.** Rather than continuing to hire professional math and English tutors, longer-term math and English specialists would be able to collaborate with faculty to provide coordinated academic assistance to students. **COST: Fringe and benefits for three (3) APT Band A. PROGRAM GOAL: #1**

Space Requests

1) **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 #5 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 GOAL: #1**

Facilities and Equipment

1) **Replace cabinets and shelving in NSCI 107 and 101.** The fixtures in these two rooms have reached 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 room per estimate by Pat Watase for similar work performed last year in another classroom. PROGRAM GOAL: #1**

2) **Software Subscriptions:** In order to best serve students in our online courses, many faculty have adopted the use of various technologies that require a subscription (including EdPuzzle, Loom, Pear Deck, Kahoot, Padlet, GoReact, and Screencast-O-Matic). Oftentimes, these subscriptions are more cost-effective when purchased for 10 or more people. Consolidating software requests outside of the individual departments will ultimately save the college money. **COST: $3500. PROGRAM GOAL: #1**

3) **Microscopes.** Due to normal wear and tear, our anatomy and physiology microscopes must be regularly replaced. Rather than update all of them at once, we would prefer to phase in new ones. **COST: $3,600. PROGRAM GOAL: #1**

4) **Course Packets for Early College:** The math department often uses handouts to supplement material in our courses. Rather than utilize the KCC copier to make over 6,000 copies during the course of a semester we have migrated many of those handouts to a course pack that the students purchase through the bookstore. In order to keep costs as low as possible for our early college students we would like to request funds to purchase course packs for the 2022-23 AY for MATH 103 and MATH 140x. This request is <u>partially neutral due by the reduction in copies made</u> at KCC. **COST: $3500. PROGRAM GOAL: #1**

Capital Requests

1) **Covered Pavilion** A covered pavilion on our campus could serve many desirable overlapping purposes. A covered outdoor space (with at least one side protected from the rain side) where students can seek refuge from sun and rain would be an excellent addition to ongoing campus life. The continuing costs would be small since no AC and little or no lighting is required. See image below to spur imagination. This could cover currently existing picnic areas such as those between the LRC and OSC or in front of SSCI, or a new location could be chosen. **COST: $250,000 (rough estimate for 40x60 ft pavilion). PROGRAM GOAL: #1**

2) **Math Hale** SAM division continues to struggle with space for lab classes. To improve student success (especially for 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. It will also free up an additional classroom in NSCI for science courses. **COST: $3,000,000. PROGRAM GOAL: #1**

Resource Requests which Support Other Programs

These requests are not directly related to the Liberal Arts program, but because these requests by other KCC programs significantly impact Liberal Arts students and faculty, support for them should be made clear.

1) **Two (2) Professional Math tutors and 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 GOAL: #1**

2) **One-Two (1-2) FTE Librarian position(s) or additional APTs.** The KCC library has been reduced to a single FTE librarian (since December 2021) who is currently handling all library operations, including acquisitions, cataloging, student and instructor support, and development of research guides for all courses. Despite requests, other librarians in the system have been unwilling or unable to provide remote support for the KCC library. Even though the library has recently filled an APT position, it should be stressed that this is emphatically *not* a librarian position and therefore is not able to take on the highly specialized behind-the-scenes duties for which a librarian's training and skills are needed. The current staffing situation in the library is far too great a workload for one individual and is unsustainable. Liberal Arts courses, in particular English and social science courses, heavily depend upon robust librarian support for information literacy instruction and research assistance for students. At least one additional librarian will allow the library to

maintain its ability to meet student and faculty needs while also satisfying operational demands. A second additional librarian position would allow for growth and the development of additional services to enhance student learning and faculty support. (This position is likely also being requested by the Library and is included here to support that request.) **COST: salary and fringe benefits for one non-instructional faculty. DATE NEEDED: spring/summer 2023. PROGRAM GOAL: #1**

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 and is included here to support that request.) **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2023. PROGRAM GOAL: #1**

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.**