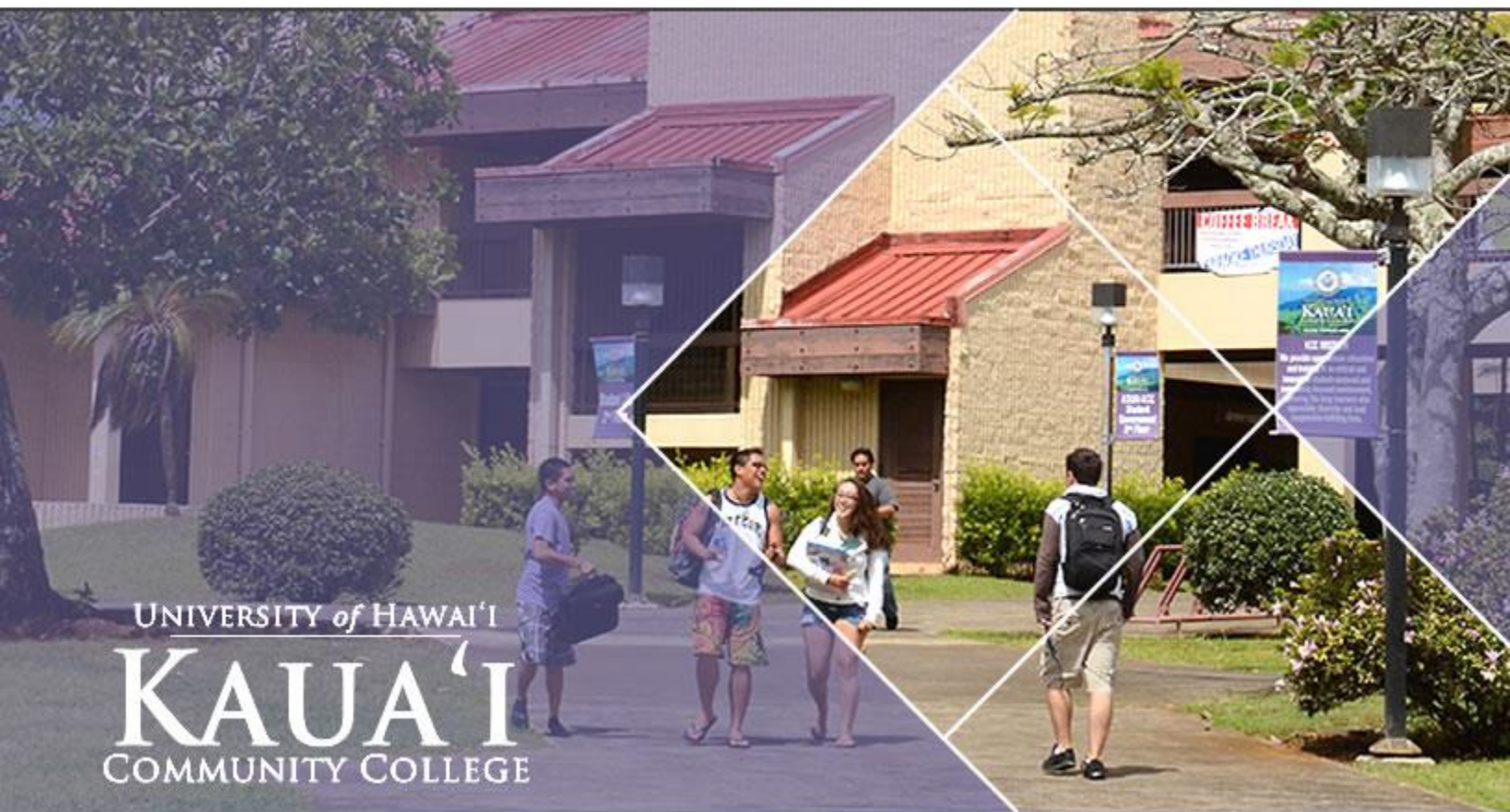


ANNUAL
REPORT OF PROGRAM DATA
2023



UNIVERSITY of HAWAI'I
KAUA'I
COMMUNITY COLLEGE



2023 Annual Report of Program Data

Liberal Arts

1. Program or Unit Mission

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.

This directly aligns with the college's stated mission of being a *kahua* (foundation) that inspires, engages, and empowers learners, as the Liberal Arts form the foundation of a well-rounded education and the general knowledge base for all other programs. In particular, Liberal Arts aligns with KCC's stated mission practices of welcoming and valuing diversity, and preparing students to succeed in academic endeavors and engage in lifelong learning.

2. Program Student Learning Outcomes or Unit/Service Outcomes

- a) PSLOs 2 and 5 were scheduled for assessment in AY 2022/23, but due to time constraints on disciplinary leads, formal program-level assessment of these PSLOs did not occur. PSLOs 2, 4, 5, and 6 will be assessed in AY 2023/24.

3. Analysis of the Program/Unit

Demand Indicators: LA had its largest enrollment in the past 5 years during the 2018-19 AY, with 409 students. Since that time, the number of majors has undergone a steady decline, down to a current low of 284 for 2022-23 (a decline of 16% from the previous year, less than the 31% decline recorded in the 2018-19 cycle). This decline (8.07% in fall 22 and 10.51% in spring 23) is directly connected to the overall decline in college enrollment that was seen across the state.

In line with the decrease in majors is a slight decrease in Native Hawaiian students. The percentage of Liberal Arts students who are part-time students is increasing dramatically, rising to 80% in fall 22 and 82% in spring 23, accompanied by a decrease in the percentage of program students who are part-time at KCC but full-time in the UH system. This indicates that students are increasingly preferring to be part-time at KCC, rather than full-time across several campuses, a choice which allows them to meet family and employment responsibilities while pursuing higher education. While SSH in all program classes has declined by approximately one-third since 2018-19, with a significant drop in 2021-22, this pattern is reflective of overall enrollment decline. In addition, SSH for non-majors (ie. general education classes and early college) is rebounding.

Efficiency Indicators: Our *Majors to FTE BOR Appointed Faculty* saw a very slight drop from 60.6% in 2021-22 to 59.2% in 2022-23. While the fill rate has declined by, on average, no more than 1 student per class section, the percentage of low-enrolled courses continues to hover around 30-33%, which is consistent with percentages we have seen during the past few years as we have

struggled to determine how best to serve our students and compete with course offerings from other campuses. In examining low-enrolled courses, it is important to note that the reasons for offering these sections are many and varied. For example, some offerings are general education sections for small cohort CTE programs (which must sometimes be offered outside the standard block timetable to fit with students' schedules). Some Early College sections are technically low-enrolled, even though the DOE "buys out" the entire section so additional enrollment is not possible. Another reason for classes being low-enrolled has to do with the six-week gap between decisions about whether to run courses and census date data extraction. We continue to explore offering chronically low-enrolled classes 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.

Effectiveness Indicators: The number of Associate degrees awarded (68) is continuing to increase. It's possible that we are "catching up" with students whose academic plans were disrupted by the pandemic. The number of ASCs awarded have also increased. The completion rates for our courses have risen to 77% from 73% last cycle. The number of withdrawals has decreased; ARPD indicates that the average withdrawal rate per class is now at 0.78, the lowest it has been in the past 5 years. Persistence has increased. The percentage of majors with a degree is now the highest it has ever been: 23.94%. Fall-to-fall persistence remains in the low-40% range, and the program continued to enact actions to improve student success and retention (collaborating with tutoring and student support services, developing support courses in English and Math, pursuing system-wide initiatives to improve initial student placement in these courses to foster success). Offering courses in a range of flexible modalities (fully asynchronous, synchronous online, F2F, and Flex Sync/Here-or-There) has served to increase student access.

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 (flex, hybrid, and variable) 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. 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.

Significant Program Actions: (1) There were two tenured English faculty retirements in spring of 2022; impacts and outcomes will be addressed in the next APRU. (2) In collaboration with Computer Services and the Library, 50 classroom chromebooks from LRC classrooms have been repurposed for semester-length loans to students in need (replacing end-of-life chromebooks that were previously being loaned to students), a program which has had a significant positive impact on student success; however, additional chromebooks are still needed in the classrooms. (3)

Professional tutoring has been maintained for English and math, although the number of tutors available has declined.

Corequisite Math and English: Because these developmental 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. While there may be potential discrepancies with some of the enrollment numbers provided, we are investigating. What we can say is that both Math and English show an overall increase in completion of college-level courses by students initially placed at college level and 1 level below college-ready. Math saw a decrease in students placed at 2 levels below college-ready completing college-level math. However, the overall completion rate for first-time, degree-seeking students who completed college-level math was at an all-time high of 60% (going back to the earliest records of 2016-2017). English also saw an increase in the overall completion rate for first-time, degree-seeking students who completed college-level English.

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, AS, and AAS degree-seeking students in other programs. 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 Ethnzoology (in collaboration with the Hawaiian Studies program), requires a [Pacific Cultures course](#), and continues to pursue implementation of Hawai'i Papa O Ke Ao recommendations.

Overall Program Challenges: Filling vacant faculty positions within the program has been delayed by obvious external factors, and therefore the number of program faculty has declined considerably; the number of FTE BOR-appointed program faculty dropped to 16 for the 2022-23 AY, a critical decline from 24 in 2018-19. While this decline is in step with the decreased number of students enrolled in the program, it's important to note that Liberal Arts faculty also provide all general education and core options to all students at the college, with SSH data implying that many students are taking multiple general education courses in any given semester. When considered in this light, the number of students actually served by the Liberal Arts faculty is KCC's overall enrollment, which has reduced only slightly, from 1,346 in fall 2017 to 1,308 in fall 2022, while the number of Liberal Arts faculty to address these needs has declined considerably. In addition to this instructional workload, the same non-instructional workload from 2018-19, such as contractual assigned time, committee service, and curriculum development, is now being done by substantially fewer faculty, resulting in overall workload increasing by approximately 50% for each full-time faculty member.

The link to the ARPD for Liberal Arts can be found here:

<https://uhcc.hawaii.edu/varpd/index.php?y=2023&c=KAU&t=GPP&p=2890>

4. Action Plan

The next comprehensive review for the AA program will be in 2025. Program goals are the same in this APRU as in previous years.

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; aligned with KCC mission of being a *kahua* that inspires, engages, and empowers learners for academic and lifelong learning.)

Desired Outcomes: (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.

Results of Last APRU's Action Plan: (1) A full-time permanent English position was hired in time for the fall 2023 semester. (2) Available emergency funds to support instruction have been used to improve classroom technology for enhanced accessibility (such as Here-or-There/Flex delivery). (3) Minimal professional tutoring has been maintained in English and math, although there is no longer sufficient staffing to continue with embedded tutors in high-need class sections. (4) Additional funds were secured from multiple sources to reduce equipment maintenance/replacement costs.

Units of Measure: (1) At least two of the following disciplines will have a full-time faculty position filled: Agriculture, Art (x2), English (x3), Philosophy/Religion, and Psychology; vacated positions will be refilled within 1 academic year. (2) All health and safety concerns in classrooms and related to equipment maintenance will be addressed in the next academic year. (3) In collaboration with the Academic Success Center, two APT positions will be hired to provide professional English and math tutoring by the next academic year. (4) Equipment will continue to be replaced/repared on planned schedule at a cost maximally equal to current allocations.

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; aligned with KCC mission of being an open-access institution, a *kahua* that inspires, engages, and empowers learners for academic and lifelong learning by ensuring our highly-diverse students are achieving learning outcomes.)

Updated Outcome: Continue program task force's work to implement and review assessment strategies and spearhead program assessment activities.

Results of Last APRU's Action Plan: A working team of faculty was formed to review and clarify the existing PSLOs, developing new PSLOs to 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, with plans to assess PSLOs 2 and 5 in the 2022-23 AY, and PSLOs 4 and 6 in 2023-24 AY. PSLOs 2 and 5 were not assessed.

Units of Measure: PSLOs 2, 4, 5, and 6 will be assessed in 2023-24 AY.

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; aligned with KCC's mission of being a *kahua* that inspires, engages, and empowers learners for academic and lifelong learning by ensuring students are well-prepared for transfer to specific 4-year programs.)

Desired Outcome: Increase number of ASCs aligned with UH System 4-year programs.

Results of Last APRU's Action Plan: One new ASC in Visual Arts was developed and implemented. Eleven students graduated with an ASC in both 2021-22 and 2022-23.

Units of Measure: Increase number of ASCs with transfer and/or marketing potential; number of students graduating with ASCs will increase.

Program Goal 4: Develop a coherent mission statement for the Liberal Arts program that is aligned with KCC's overarching mission statement.

Desired Outcomes: The program will have developed a clear mission statement for fall 2024.

Results of Last APRU's Action Plan: This was not completed last year.

Units of Measure: The Liberal Arts program will review and revise its mission statement by the end of AY 2023-24.

5. Resource Implications

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

Personnel Requests (in ranked order)

1) One (1) FTE English instructional position (replacement for tenured faculty retired in spring 2022). English is required in every degree program and if retiring faculty are not replaced, the remaining faculty are unable to provide all ENG 100 and 106 sections necessary to support students while also meeting Early College requests, making it challenging to offer sections of the advanced composition and literature courses that support the Liberal Arts program itself. Fill rates of ENG 100 and 106 sections range from 75% to 110%, with additional requests for sections from Early College (for example, Waimea High School just requested 6-7 additional sections to be offered in fall 2024) unable to be met. Extremely limited availability of qualified lecturers on-island and in-state makes covering needed sections in this manner impracticable. **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2024 PROGRAM GOAL: #1**

2) One (1) FTE Art (Ceramics) instructional position. Approval to hire a non-tenure-track ART instructor specifically in ceramics is needed. Currently, the ceramics program is run entirely by senior lecturers who wish to fully retire. They are unable to contract for any additional TEs, and so the program is limited to offering only 2 sections per semester, even though those sections often fill within days of registration opening. The ceramics courses currently offered consistently have a fill rate between 87%-106%, and there is historically high demand for additional sections. Recruiting additional qualified lecturers on island has proven to be exceedingly difficult, with an ongoing lecturer advertisement attracting interest almost exclusively from mainland applicants. In addition, lecturers do not participate in

other FTE duties such as curriculum development, college service, and student recruitment. The need for a full-time ceramics instructor who could fulfill these duties, maintain the studio, and teach the classes is supported. **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2024. PROGRAM GOAL: #1**

- 3) One (1) FTE Agriculture instructional position.** 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 area of study, while currently situated in Liberal Arts, is planned to migrate to the Trades and Technology Division when organizational restructuring is completed.) **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2024. PROGRAM GOAL: #1**
- 4) 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. These courses provide students with an FQ option outside of Mathematics, FG choices other than History, and DH options outside of History and Hawaiian Studies courses. PHIL 100 and 101 have historically had fill rates of at least 50%, more when offered F2F; REL courses routinely enjoy fill rates of 72% or more, again especially when offered F2F. This position would support F2F and online delivery of these important courses. **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2024. PROGRAM GOAL: #1**
- 5) One (1) Math Specialist (Academic Support Specialist) and One (1) English Specialist.** 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 two (2) APT Band A. PROGRAM GOAL: #1** (These are currently being pursued in collaboration with the Academic Support Center/Student Services, but have not yet been approved, advertised, or hired. They are included here because these positions directly support the Liberal Arts program's goals, most significantly in co-requisite English and math.)

Facilities and Equipment

- 1) Replace cabinets and shelving in ART 1-111.** The shelving/cabinets are rotting and insect-infested. These minor renovations will alleviate the health and safety issues posed by the current conditions. **COST: \$2,000 per estimate by Pat Watase for similar work performed in another classroom. PROGRAM GOAL: #1.**
- 2) 50 Chromebooks for LRC classrooms, or 40 chromebooks with 2 carts; SAM classrooms 10 Chromebooks.** 50 chromebooks from LRC 124A, 124B, 128, 129, and 130 have been shifted to the student computer loan program (students are able to check a

chromebook out for the semester, much as they would a library book). This highly-successful service (all of the computers are checked out) is essential for many of our students, and we do not want to jeopardize it by reclaiming the machines. However, we still have students who do not have reliable computers to use, especially in writing classes. Therefore, we would like to replace the machines, to be stored in the lockboxes located in these classrooms (10 machines per room). Alternatively, two more mobile carts, housing 20 chromebooks each, could be acquired and checked out by instructors for classroom use, although this is the less-preferred option. Finally, the Chromebooks that SAM has are nearing End of Life and must be replaced; 10 Chromebooks would be sufficient to meet this need. **COST: approx: \$30,000 (approx \$400 per chromebook & \$900 per cart).**
PROGRAM GOAL: #1.

- 3) 3-4 Nihon Densan Shimpo potter's wheels:** The existing pottery wheels are all 30-35 years old, and parts are increasingly difficult to source. Three wheels are now frequently malfunctioning. Staggered replacement of the wheels over the next 4-5 years will minimize impact on the overall budget while allowing the always fully-enrolled ceramics program to continue meeting student needs. **COST: Approximately \$5,300-\$5,500 for 3 wheels, including shipping, depending on the vendor. Wheels are \$1,475-\$1,660.00 each, depending on vendor. PROGRAM GOAL #1.**
- 4) Microscopes & Models:** Due to normal wear and tear, our anatomy and physiology microscopes and models must be regularly replaced. Rather than update all of them at once, we would prefer to phase in new ones. **COST: \$5,000. PROGRAM GOAL: #1**
- 5) Surface Pros for Mathematics** with docking station, keyboard and slim pen combo. The ability to write on screen is a must for teaching math online, remotely (Early College), for creating video lessons, tutoring via Zoom, and grading papers. Since the laptops provided by IT are not touchscreens, this laptop request is for laptops to support the math department until IT's next refresh cycle with touchscreen laptops. Thanks to support from grant funds, Math faculty have been working with Surface Pros for the past 10 years and wish to continue using them for continuity, familiarity, and dependability. The Surfaces have been proven to work for the needs of the mathematics faculty. **COST: \$5000 (2 @ \$2500)**
PROGRAM GOAL: #1

Capital Requests

- 1) Re-envisioning LRC Foyer:** This space is very poorly utilized as it is currently mostly dead space right in the high-traffic "prime real estate" of the LRC entrance. Hundreds of students, staff, and faculty move through this space daily, yet it is used for storage of trophies no one remembers or cares about, a huge plinth-mounted relief map of Kaua'i that no one claims, a few bulletin boards, and a few ragged chairs. The space is frequently utilized by Student Ambassadors, Title IX/ YWCA Advocacy, Visiting Programs, Voter Registration, and Student Life, but its current design is neither efficient nor welcoming. A minor redesign/renovation could turn this space into a comfortable seating area for students waiting for classes in LRC 124A, 124B, and 122; a place to get coffee (which is in high

demand); an indoor gathering place for the campus in rainy or windy weather; and a welcoming space for tabling and information. This initiative would serve many programs, including the Library, Student Life, Liberal Arts (whose students primarily use the nearby classrooms), Title IX/YWCA, and Student Ambassadors. More details are provided in the linked document. **COST: APPROX \$12,000, per ballpark estimate by Pat Watase (includes disposal and/or relocation of trophy case & map).**

- 2) 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