



2020
COMPREHENSIVE PROGRAM REVIEW

Liberal Arts



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

Kaua`i Community College

Five Year Comprehensive Program Review (CPR)

Program Name: Liberal Arts

Assessment Period: 2015-2020

Program or Unit Mission Statement (UHCCP 5.202): The Liberal Arts Program is one that provides quality instruction in a variety of disciplines so as to meet the needs of a diverse student body and community.

- We are committed to teaching skills in critical thinking, effective verbal and written communication, scientific and mathematical analysis, and technological competency.
- We encourage our students to communicate via the artistic media as well.
- We strive to inculcate in our students an appreciation for those qualities we share as human beings as well as an understanding of the cultural differences that make us special.
- We are dedicated to providing our students a global perspective as well as an experiential involvement with the unique natural and socio-cultural environments of Hawai'i and the Pacific.
- In the process we expect that students will investigate and analyze their own personal values.
- Finally, we wish to instill in our students an appreciation for intellectual pursuits and a desire for lifelong learning.

College Mission Statement (UHCCP 5.202): Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world. *Ke kū nei ke Kulanui Kaiāulu ma Kaua'i ma ke 'ano he kahua e ho'oulu, ho'ā, a ho'oikaika 'ia ai ka 'ike a me ka na'auao o nā kānaka a'o aku a a'o mai no ka ho'owaiwai 'ana i ke kaiāulu a me ka honua.*

Part I. Executive Summary of Program Status

The Liberal Arts Program continues to support the college's overall mission by preparing students for the various certificate and degree programs they hope to enter and preparing students to transfer to other colleges and four-year institutions. Since 2013, 333 Liberal Arts students have transferred to UH 4-year campuses and 287 have transferred to non-UH institutions. The KCC Liberal Arts program gives students the opportunity to earn an A.A. degree in Liberal Arts (which satisfies most general education requirements at all UH institutions and, through the WICHE Interstate Passport, also facilitates transfer of general education credits to hundreds of mainland US institutions), and/or a variety of certificates aligned with other UH institution's bachelor degree programs right here on their home island. The A.S. degree in Digital Arts, noted in the 2015 CPR as being planned for launch soon, is now reviewed in its own

independent APRU and CPR cycle as the Creative Media program. In addition, other disciplines once housed exclusively under Liberal Arts have grown to become stand-alone degree-granting programs (the A.A. degree in Hawaiian Studies and the A.S. degree in Natural Sciences). Currently, the program houses certifications in Public Health and in Fitness Professional fields, which curriculum development, staffing, and administrative tasks are handled by the Health Education Division, as well as programs in Sustainability, Marine Options, Tropical Agriculture, Hawaiian Botany, GIS, and Beekeeping--all of these are designed to directly address community needs and interests. Clearly, the Liberal Arts is not only valuable as the epitome of a well-rounded general education, but also as a gestation opportunity for artistic and scientific programs aimed at meeting the needs of our greater community.

The action plans outlined in the 2015 CPR included enhancing the coordination of the course scheduling process to better support students' planning their academic journeys towards graduation, in both the Liberal Arts program and in providing essential general education courses across the college. This plan also included expanding summer offerings, although this continues to be a challenge; higher summer tuition costs for courses remain a deterrent to students' enrolling in summer. Exceptions to the higher summer tuition for high-demand general education courses and developmental courses would be very helpful in this regard. The program continues to fine-tune this student-centered scheduling initiative in collaboration with other CTE programs. We also committed to increasing WI course offerings, and this has been accomplished with WI courses now available across the Liberal Arts program, rather than being concentrated within the English literature course offerings.

A significant initiative begun in the last CPR involved responding to the UHCC System acceleration initiative in English and Math, which mandated getting all developmental-level students to college-level within one academic year of taking their initial English or Math course. This response entailed three separate goals:

1. Having 100% of new students enroll in English/MATH in their first year;
2. Having 75% of students placed at one level below college-ready standards complete their college-level English course within one semester of enrolling in English/Math; and
3. Having 70% of students placed at two or more levels below college-ready standards complete their college-level English course within one semester of enrolling in English/Math.

All of these goals have been challenging for differing reasons. First, although academic advisors can strongly suggest students enroll in English and/or Math in their first year, they have no ability to ensure students actually follow this advice. In Fall 2019, 34% of new students did not enroll in English their first year. Similarly for math, 39% of new students in Fall 2019 did not enroll in any math class their first year. This delay could be for a variety of reasons. Students may be fearful of the courses--a fear often based on negative experiences in high school and on deep-seated beliefs that they "aren't good at math," "can't write well," or because they speak

English as a second language or have learning disabilities such as dyslexia. If KCC wishes to achieve the goal of 100% of new students enrolling in Math and English their first year, this needs to be addressed at the AA and the Student Services level.

The second and third goals revealed differences in how the acceleration model works in subjects as disparate as Math and English. While students seem to do fairly well with the shortened Math pathway, students do not fare better in the accelerated English model, which was already considerably shorter than the Math one. [Data compiled from AY2013/14 through AY2018/19 clearly illustrates this trend in English courses.](#)

The existing English 'pipeline' for most students (the majority of our students placed at one level below college-ready) entailed one semester of ENG 22 (and often ENG 21) and then one semester of ENG 100. Students testing below the ENG 22 threshold required an additional semester in ENG 18/19 to prepare them for ENG 22. We had solid, reliable results with this model for many years, but the UHCC acceleration mandate abolished remedial/developmental courses in reading and required us to change to any model that was different from what we were already doing. This required us to completely revise how we supported students testing into remedial and developmental levels of English, implementing new courses for students who were substantially below college-ready and moving to a corequisite model at the English 100 level for students identified as "one level below college-ready." Simultaneously, the mandate dramatically shifted the placement criteria by which students were placed at the various levels of English. This resulted in significant numbers of students who would previously have been appropriately placed in ENG 22 now testing directly into ENG 100 without the corequisite support course which had essentially replaced ENG 22, a placement for which they were clearly underprepared. In fact, data analysis revealed that, between AY 2016-17 (when placement criteria were changes) and AY 2019-20, student success in the corequisite model fell from 57% to 44% at KCC, mirroring success rates at most of our sister campuses using the same model and placement criteria. The addition of embedded professional tutors in Math and English has been one of the most positive impactful practices we have added to this effort in the intervening five years, but the multiple challenges of improving success rates for underprepared students in English (particularly doing so in as short a time as possible in order to prevent attrition and excessive cost to students) remain, both at KCC and across the UHCC System.

The 2015 CPR requested 6 FTE faculty positions (most of which had been ongoing for several years previous), and increased lecturer pools and student worker positions. The FTE positions addressed needs for Marine Biology, English, Digital Media, Computer Science, Physical Science, and Social Science faculty to compensate for expanded offerings and faculty retirements in the previous few years.

The 2016 program review requested a FTE physics instructor (hired $\frac{3}{4}$ grant funded and $\frac{1}{4}$ general funds), a FTE history instructor (hired on general funds in Fall 2017 and carrying a full

course load since), and the conversion of the Marine Biology position to tenure-track (which was not approved).

A FTE Math faculty position approved in the 2017 APRU was filled in 2018 to address expanded offerings, but a second Math position's being converted to tenure-track from temporary status was not approved.

The 2018 APRU requested converting one of the non-probationary English instructors to tenure-track English instructors in order to meet increased demand, a move which was approved and then rescinded due to budgetary considerations; the 2019 APRU requested the same, was approved, and then rescinded due to the COVID-19 pandemic. The 2018 program review also requested a FTE tenure-track Agricultural Science instructor (which was approved and then rescinded), and a Biological Sciences position; the 2019 APRU requested the same, but neither was approved. We were, however, allowed to hire for a full-time, non-tenure track Agricultural Sciences position, but that position was rescinded due to COVID-19. The Ag program needs a full time position so that there is someone available to restructure and revamp the program to meet the current needs of the island as well as maintain the Breadfruit research farm which not only provides students with hands-on experiential learning opportunities but gives back to the community. Over a thousand pounds of breadfruit have been donated to the Kaua'i Independent Foodbank, DOE schools, and KauCC staff and students.

The 2019 APRU also requested a FTE Visual Fine Arts faculty to serve our growing number of visual arts offerings, which was approved and then rescinded due to COVID-19. Requests for two lab assistants so that students could stay and use the labs when no classes are being taught have been partially met: Digital Media has utilized student workers and faculty volunteering time in the classroom, but the shared joint TT and SAM lab tech position has not been filled. Resignations by our only Psychology faculty and one of our Math faculty have remained vacant due to the COVID-19 hiring freeze. About 10% of all KCC students take a Psychology class. The lack of a full-time faculty member complicates curriculum development or expansion of the program. A possible solution to this in the short-term may be to pay a qualified lecturer for non-instructional time to develop curriculum and work with UH Manoa to create psychology pathways.

Facilities and equipment have been maintained at a level that supports our faculty and students. The ceramics lab kiln was repaired and is operational. Essential equipment (balances, spectroscope) purchases have been made to support Chemistry and Physical Science courses. The autoclave and essential safety equipment in the Biological Sciences classroom are now fully operational. Safety-mandated, electrical renovations in NATSCI were completed in 2019, as was the removal of unusable, insect-infested cabinets in ART1-111 (music classroom). Essential repairs to the fume hood in NATSCI have been approved and the design phase is 60% complete at this time. All English and Math classrooms now have class sets of Chromebooks for in-class use by students who do not have their own laptops, and the physical spaces have been reconfigured with new chairs/tables to encourage collaborative work. This partially addressed

needs identified in the 2015 CPR for dedicated space for an English tutoring lab, additional Smart Boards, desks, and chairs to make classrooms more flexible for multiple configurations as well as interactive work stations. The Fine Arts Auditorium (FAA)--an addition to the ART 1 building--has been constructed and opened in Fall 2017. It is now in use for all of our music ensemble and theater classes. Unfortunately, the FAA still lacks sufficient lighting and sound equipment necessary to effectively host performances. Included in this new space was a renovation of existing space in the ART 1 building. The old darkroom was converted into three "offices," two of which are long and narrow--intended as space for a costume shop and storage. If we are to use the auditorium to stage plays and other performances, as intended, a climate-controlled (to prevent mold or pest infestations) costume shop is needed to create, store, and mend costumes, and additional space is needed to create and store props and set pieces. Efforts to utilize the dance studio in the PAC for dance classes (hula) are also ongoing.

In the 2015 CPR, the program sought additional classroom space to meet the needs of the expanding Digital Media program, then housed within the Liberal Arts program. Now called Creative Media (and completing its own APRU/CPR process), this program has one large classroom space, a small office which has been converted into a sound mixing studio, and shares instructional space in the former ABRP classroom. The program and classroom are cramped for space due to the program's large amount of electronic equipment which must be stored securely. Additional secure storage remains a high need.

Also in the 2015 CPR was a repeat facility request for additional space for a Math Hale, which has not moved forward. The Math department refurbished the math classroom in LRC 123 with small, modular tables and upgraded chairs to facilitate better group work. The Math Hale remains a desired development and the math team is on the lookout for external funds to realize this goal.

Two additional new areas were introduced for consideration in the 2015 CPR: to develop a Filipino Studies class as an initiative towards a program in Filipino Studies (Ethnic Studies) in Social Sciences, and to facilitate the discussion of an Innovation Center model for multiple disciplines on the campus. With the subsequent departure of faculty and staff with expertise and interest in developing the Filipino Studies program, that initiative has been set aside. There has been no action on the STEM Academy/Innovation Center, primarily because we have not had an Innovations Center director for the past three years.

Overall, the program has continued to fine-tune its PSLOs to better meet the needs of students, and our efforts to indigenize and globalize the curriculum across disciplines also continue. In addition, we innovate to meet expressed student interests and foster their academic pursuits within both the arts and sciences and across the college's CTE offerings. The 2017 APRU reluctantly included plans to create exploratory majors for Health, Education, and Business in order to provide students with guided pathways to transfer to UH 4-year institutions, an initiative which was heavily promoted by the VCAA at the time. These exploratory majors were developed, but student interest/enrollment in two of them was

minimal (a total of 12 students in Business Ex. and 20 in Education Ex since the programs were launched), with students instead electing to enter KCC’s Education and Business programs directly. The Health Exploratory pathway has done better, with 132 students overall; however, the Health Education Division has stated it does not see any useful purpose for the program other than to classify students within the registration system. Therefore, the Business exploratory major was stopped out in 2019, and stopping out the remaining exploratory majors is under discussion. A more student-centered initiative outlined in the 2019 APRU included an action plan to create Academic Subject Certificates in English and Performing Arts to increase the availability of humanities studies that would provide students with essential foundational knowledge that prepared them for further study at UH 4-year institutions--an initiative that students interested in literature, theatre, music, and art have suggested for several years. The ASC in English was approved in 2019, and Program Action Requests for ASCs in Performing Arts, Visual Arts, and Languages (Spanish, Japanese, and Hawaiian) were submitted in Fall 2020, but were withdrawn at due to the COVID-19 pandemic’s negative impact on overall course offerings.

Part II. Program Description (UHCCP 5.202)

<p>Number of Faculty and Staff</p>	<p>FT Faculty: In AY19/20, Liberal Arts officially had 23 general-funded FTE (2 of the ENG positions are non-tenure-track); plus 1 grant-funded, PHYS position. Note that 1 FT faculty teaching mostly HWST/HAW courses is included in this count because the position is technically designated as European Languages; it also includes as the campus Institutional Researcher and Professional Development Coordinator, who are both non-instructional. Effectively, the Liberal Arts program had 21 FTE general-funded instructional positions in AY19/20.</p> <p>By comparison, in AY 15/16, Liberal Arts had 21 faculty plus 1 grant-funded GEOG/GIS position. Of the 21, 1 FT faculty taught primarily HWST/HAW program courses (although the position is designated as European Languages), 1 taught HPER courses (housed within Health Education), and 1 taught IS courses (properly housed within Student Affairs). The Liberal Arts program had 19 general-funded FTE teaching faculty in AY 15/16.</p> <p>In AY19/20, 1 FTE Math person resigned. The program anticipates more resignations and retirements in Spring 2021--at least 7 individuals are eligible this academic year. By the end of AY 20/21, Liberal Arts will be potentially</p>
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	<p>operating with only 19 FTE general-funded instructional faculty--the same number as 5 years ago, despite the student demand for more course sections.</p>
	<p>PT Faculty (Lecturer use varies widely each semester as needs change): In AY19/20, the program used 28 lecturers. By comparison, in AY 15/16, the program used 33 lecturers.</p>
	<p>Staff: 2 LAH; 1 SAM</p>
<p>Date Website Last Reviewed/Updated</p>	<p>Annually reviewed. Last update summer 2020</p>
<p>Brief History of Program</p>	<p>The Liberal Arts program is an important part of KCC's offerings, both as a stand-alone program and in its role providing general education to other programs, since KCC's beginnings. In AY 15/16, Liberal Arts offered 207 sections with 20 FT faculty (including grant-funded positions), serving 3,357 duplicated student enrollments across those sections. In AY19/20, the program offered 245 sections with 22 FT faculty (including grant-funded positions) serving 3,251 duplicated student enrollments.</p>

For Instructional Programs ONLY

<p>Graduate Occupation or Transfer Options</p>	<p>The Liberal Arts A.A. degree is transferable.</p>
<p>Special Admission Requirements</p>	<p>None</p>
<p>Credentials Offered</p>	<p>A.A. degree in Liberal Arts ASC in English ASC in Fitness Professional* ASC in Marine Options Program ASC in Mathematics ASC in Plant Biology & Tropical Agriculture CO in Hawaiian Botany CO Beekeeping CO GIS A.A. Exploratory Education A.A Exploratory Health CO in Plant Biology & Tropical Agriculture CO in Sustainability Science</p>

	<p>CO in Public Health*</p> <p>*Technically housed under Liberal Arts, but curriculum development, staffing, and administrative tasks are HED's responsibility.</p>
<p>Current Program Articulation Agreements (Institution and Expiration Date)</p>	<p>Institution: 60-credit AA in Liberal Arts meets all general education requirements throughout the UH system.</p>
	<p>Expiration Date: N/A</p>
	<p>Institution: Western Interstate Commission for Higher Education (WICHE) Interstate Passport Member institution (webpage)</p>
	<p>Expiration Date: N/A</p>
<p>Distance Education Courses Offered</p>	<p>Varies widely. Course sections in English, Hawaiian Studies, History, Linguistics, Philosophy, Psychology, Religion, Sociology, Spanish, and Speech are routinely offered online. Math for Elementary Teachers I & II has been offered online for the past 8 years. COVID-19 has seen the program move virtually all courses online to a greater or lesser degree, so this may presage more online offerings in the future. In addition, some disciplines (most notably ENG and HWST) have regularly offered 5-week online courses supporting the UHCC One Night to Success initiative.</p>
<p>Early College Courses offered (total number of sections/high school)</p>	<p>Varies by semester, based upon the needs expressed by local high schools. Our Early College offerings have grown significantly since starting with only 6 sections during the 15/16 academic year. We are offering around 40 sections per AY and anticipate a reduction for the immediate future as the high schools work with post-COVID budgets. (Note that these counts include courses 'belonging' to the Hawaiian Studies AA, Creative Media AS, and the ASNS degrees, as Early College students take these courses for general education purposes.)</p> <p>AY15/16 = 6 sections AY16/17 = 16 sections AY17/18 = 24 sections AY18/19 = 41 sections</p>

	<p>AY19/20 = 37 sections AY20/21 = 34 sections</p> <p>Early College offerings have included AG 200, AG 200L, AG 141, AG 264, ART 101, ART 107D, ART 113, BOT 101&101L, BOT130&130L, CHEM 151&151L, ENG 106, GIS 189, HORT 200, MATH 115, MATH 140X, MATH 205, MATH 206, MATH 242, OCN 120, PHIL 100, PHIL 103, PSY 100, SSM 275, and SOC 100.</p> <p>AY20/21's offerings are as follows: AG 200/200L-1 section each at Kapa'a HS (F20) ECON 130- 1 section (S21) ENG 100-1 section at Waimea HS (F20) ENG 100-2 sections at Kapa`a HS (1 in F20 & S21) ENG 100-1 section at Kaua`i HS (F20) ENG 106-1 section at Kapa`a HS (F20) HAW 101-1 section at Kapa`a HS (F20) HAW 101-1 section at Kanuikapono HS (F20) HAW 102-1 section at Kapa`a HS (S21) HAW 102-1 section at Kanuikapono HS (S21) MATH 100-1 section at Kapa`a HS (F20) MATH 103-1 section at Kaua`i HS (F20) MATH 103-2 sections at Waimea HS (F20) MATH 103-2 sections at Kapa`a HS (F20) MATH 115- 3 sections (S21) MATH 140x- 5 sections (S21) MATH 241-1 section at Kapa`a HS (F20) MATH 242- 1 section (S21) PHIL 101-1 section at Waimea HS (F20) PHYS 151- 1 section (S21) PHYS 151L- 1 section (S21) PSY 100-1 section at Kapa`a HS (F20) & S21 SP 151-1 section at Kapa`a HS (S21)</p>
<p>Distance Education Programs offered</p>	<p>ACCJC substantive change request approved for Liberal Arts AA program. https://www.kauai.hawaii.edu/accreditation</p>
<p>Current Advisory Board Members/Employer and last meeting date</p>	<p>Member Name:</p> <hr/> <p>Employer:</p> <hr/> <p>N/A</p>

Employer Internships	N/A
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For Non-Instructional Programs ONLY

Community Partnerships, Advisory Committees, etc.	N/A
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Part III. Analysis of Quantitative Indicators

The Overall Program Health is Cautionary.

[Link to ARPD info.](#)

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

With regard to our Demand Indicators, 2019-2020 was our first AY since 2011-2012 (with 0.7%) where we showed no real increase in majors from the previous year, which moved us from a Demand Health of Unhealthy in 2018-19 year to Cautionary in 2019-20.

In regard to our Efficiency Indicators, we have had a Healthy *Majors to FTE BOR Appointed Faculty* rating over the past five years. Being able to provide a small student to teacher ratio is one of our strengths. However, an area for improvement for our program is the number of low-enrolled courses that are being offered. The Liberal Arts AA program has been flagged as having 76 low-enrolled courses (defined as <10 students and assuming a capacity cap of around 20-30), although there are some issues with this count:

1. Courses technically housed under other programs (such as the Hawaiian Studies AA, Creative Media AS, and the ASNS degrees) were incorrectly included in the Liberal Arts statistics, artificially inflating the number of low-enrolled courses for the program by 10 sections. These course sections have been deleted from the below table.
2. The table here includes data that has been corrected to take into account that many sections flagged by the UH System as low-enrolled had maximum enrolment caps lower than 20 (due to limited work stations, classroom capacity, or being part of the acceleration corequisite model). This table, which includes all Liberal Arts course sections listed as low-enrolled by the system from F18 through S20, is intended to

illustrate that erroneous reporting has skewed data results for the past several years. Data from AY19/20 is highlighted in blue. A total of 76 class sections were flagged as low-enrolled, although **in actuality only 39 Liberal Arts course sections in AY19/20 had a fill rate under 50%.**

In examining these data, it is important to note that the reasons for offering low-enrolled 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.

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 official census.

Semester	Subject	Course	CRN	Enrol	Max Enr	Fill Rate	Offering Notes	Notes
F18	AG	264	44274	3	20	15%		
S19	AG	271	40349	3	20	15%	Was required for CA and AS in PBT. Those programs are now stopped out.	
S20	AG	141	43363	3	16	18%	Was required for CA and AS in PBT. Those programs are now stopped out.	
S20	AG	264	43362	6	20	30%		

S20	ANTH	200	43274	8	25	32%	Gen Ed Option	
F18	ART	126	44248	2	18	11%	Course has since been retired	
F18	ART	267	44251	5	16	31%	Course has since been retired	
F19	ART	213	42261	2	4	50% (81%)	<u>Evening Section.</u> This course was taught concurrently with ART 113, which had 11 students. Combined max=16 True Fill rate: 81%	
F19	ART	213	42145	4	4	100% (106%)	This course was taught concurrently with ART 113, which had 13 students. Combined max=16 True Fill rate: 106%	
F19	ART	107D	42328	9	11	81% (94%)	Should more appropriately be under Creative Media, like ART 206D.	This course was taught concurrently with ART 207D, which had 6 students. Combined max=16 True Fill rate: 94%
F19	ART	107D	42062	9	16	56%	Should more appropriately be under Creative Media, like ART 206D.	This section was added because the first section was 82% filled.
S20	ART	101	43103	8	25	32%	This section was added because the first section was 95% filled.	
S20	ART	213	43115	4	6	67% (100%)	This course was taught concurrently with ART 113, which had 12 students. Combined max=16 True Fill rate: 100%	
S20	ART	107D	43304	9	11	82% (88%)	Should more appropriately be under Creative Media, like ART 206D.	This course was taught concurrently with ART 207D, which had 5 students. Combined max=16 True Fill rate: 88%

S19	BOT	101	40197	8	24	33%	Gen Ed Option
S19	BOT	105	40020	9	24	38%	Gen Ed / Grad Option
S19	BOT	101L	40294	8	24	33%	Gen Ed Option
F19	ECON	131	42012	8	25	32%	Gen Ed Option. Only section offered.
S20	ECON	131	43097	8	25	32%	Gen Ed Option. Only section offered. (26 enrolled in F20 likely due to online).
S19	ELI	4	40209	3	15	20%	<u>ESL Support</u> . Should more appropriately be under Student Affairs, like IS courses
F18	ENG	75	44244	7	15	47%	<u>Developmental Course</u> . This section was added because the first section was 87% filled.
F18	ENG	100	44026	9	20	45%	<u>Evening Section</u> . Foundations (FW)
F18	ENG	254	44257	8	20	40%	<u>WI Section</u> . Gen Ed / Grad Option
F18	ENG	100L	44351	9	10	90%	<u>Developmental CoReq Acceleration</u> . Foundations (FW) CoReq
F18	ENG	100L	44352	4	10	40%	<u>Developmental CoReq Acceleration</u> . Foundations (FW) CoReq
F18	ENG	100L	44348	9	10	90%	<u>Developmental CoReq Acceleration</u> . Foundations (FW) CoReq
F18	ENG	100L	44349	8	10	80%	<u>Developmental CoReq Acceleration</u> . Foundations (FW) CoReq
F19	ENG	100	42161	8	10	80% (60%)	<u>Acceleration Mandate</u> . Foundations (FW) This course was taught concurrently with ENG 100, which had 4 students. Combined max=20 True Fill Rate: 60%
F19	ENG	100	42164	9	10	90% (90%)	<u>Acceleration Mandate</u> . Foundations (FW) This course was taught concurrently with ENG 100,

							which had 9 students. Combined max=20 True Fill Rate: 90%
F19	ENG	100	42163	8	10	80% (95%)	<u>Acceleration Mandate</u> . Foundations (FW) This course was taught concurrently with ENG 100, which had 11 students. Combined max=20 True Fill Rate: 95%
F19	ENG	100	42016	7	20	35%	<u>Evening Section</u> . Foundations (FW)
F19	ENG	100	42101	8	10	80% (90%)	<u>Acceleration Mandate</u> . Foundations (FW) This course was taught concurrently with ENG 100, which had 10 students. Combined max=20 True Fill Rate: 90%
F19	ENG	100	42102	4	10	40% (60%)	<u>Acceleration Mandate</u> . Foundations (FW) This course was taught concurrently with ENG 100, which had 8 students. Combined max=20 True Fill Rate: (60%)
F19	ENG	100	42103	7	10	70% (80%)	<u>Acceleration Mandate</u> . Foundations (FW) This course was taught concurrently with ENG 100, which had 9 students. Combined max=20 True Fill Rate: 80%
F19	ENG	106	42105	3	20	15%	Required for Trades Programs
F19	ENG	255	42272	5	20	25%	<u>WI Section</u> . Gen Ed./Grad Option
F19	ENG	100L	42190	9	10	90%	<u>Developmental CoReq Acceleration</u> . Foundations (FW) CoReq
F19	ENG	100L	42189	8	10	80%	<u>Developmental CoReq Acceleration</u> . Foundations (FW) CoReq
F19	ENG	100L	42188	9	10	90%	<u>Developmental CoReq Acceleration</u> . Foundations (FW) CoReq
F19	ENG	100L	42187	8	10	80%	<u>Developmental CoReq Acceleration</u> . Foundations (FW) CoReq

S19	ENG	100	40028	3	20	15%	<u>Evening Section.</u> Foundations (FW)
S19	ENG	100L	40341	5	10	50%	<u>Developmental CoReq Acceleration.</u> Foundations (FW) CoReq
S20	ENG	100	43023	8	10	80% (65%)	<u>Acceleration Mandate.</u> Foundations (FW) This course was taught concurrently with ENG 100, which had 5 students. Combined max=20 True Fill Rate: 65%
S20	ENG	100	43162	8	10	80% (95%)	<u>Acceleration Mandate.</u> Foundations (FW) This course was taught concurrently with ENG 100, which had 11 students. Combined max=20 True Fill Rate: 95%
S20	ENG	100	43104	6	10	60% (55%)	<u>Acceleration Mandate.</u> Foundations (FW) This course was taught concurrently with ENG 100, which had 5 students. Combined max=20 True Fill Rate: 55%
S20	ENG	106	43147	7	20	35%	Required for Trades Programs
S20	ENG	100L	43181	8	10	80%	<u>Developmental CoReq Acceleration.</u> Foundations (FW) CoReq
S20	ENG	100L	43179	6	10	60%	<u>Developmental CoReq Acceleration.</u> Foundations (FW) CoReq
S20	ENG	257T	43262	6	20	30%	<u>WI Section.</u> Gen Ed Option
F18	HIST	151	44211	6	25	24%	<u>Evening Section.</u> Foundations (FG) Course
F18	HIST	152	44236	8	25	32%	Foundations (FG) Course
F18	HIST	242	44237	9	20	45%	WI Section. Gen Ed Option
F19	HIST	152	42137	7	25	28%	Foundations (FG) Course
F19	HIST	152	42278	7	25	28%	<u>DCO Section.</u> Foundations (FG) Course

F19	HIST	152	42023	5	25	20%	Foundations (FG) Course
F19	HIST	241	42279	8	20	40%	<u>WI & DCO Section</u> . Gen Ed Option
S19	HIST	152	40026	9	25	36%	<u>DCO Section</u> . Foundations (FG) Course
S19	HIST	152	40100	2	25	8%	<u>Evening Section</u> . Foundations (FG) Course
S20	HIST	152	43020	2	25	8%	<u>Evening Section</u> . Foundations (FG) Course
S20	HIST	152	43075	7	25	28%	Foundations (FG) Course
S20	HIST	242	43247	9	20	45%	<u>WI & DCO Section</u> . Gen Ed Option
S20	ICS	101	43197	9	25	36%	<u>DCO Section</u> .
F19	JPN	101	42361	9	25	36%	
S20	JPN	102	43331	7	25	28%	
F18	JPNS	201	44384	3	25	12%	
S19	JPNS	102	40034	6	25	24%	
S19	JPNS	202	40043	3	25	12%	
F19	LING	102	42273	8	20	40%	<u>WI & DCO Section</u> . Gen Ed Option
F19	MATH	103	42028	5	24	21%	Foundation (FQ) Course.
S19	MATH	75X	40163	7	24	29%	<u>Developmental Course</u> .
S19	MATH	75X	40137	8	24	33%	<u>Developmental Course</u> .
S20	MATH	103	43024	6	24	25%	Foundation (FQ) Course. This section of MATH 103 did not have a support course.

S20	MATH	75X	43101	8	24	33%	<u>Developmental Course.</u>
F19	MICR	130	42013	6	24	25%	Required for pre-nursing. Exploring plans to offer 130/140L only once per AY.
F19	MICR	140L	42192	7	24	29%	Required for pre-nursing.
S20	MICR	130	43014	9	24	38%	Required for pre-nursing.
S20	MICR	140L	43184	9	24	38%	Required for pre-nursing.
F18	MUS	204	44159	4	30	13% (40%)	<u>CR+OCET.</u> Gen Ed Option. Plus 8 students from OCET. True Fill rate: 40%
F18	MUS	122C	44245	1	2	50%	Gen Ed Option. This course was taught concurrently with MUS 121C, which had 6 students. Combined max=10
F18	MUS	203S	44294	5	60	8% (32%)	<u>CR+OCET.</u> Gen Ed. Option. Plus 14 students from OCET. True Fill rate: 32%
F19	MUS	204	42291	6	30	20% (60%)	<u>CR+OCET.</u> Gen Ed Option. Plus 12 students from OCET. True Fill rate: 60%
F19	MUS	121C	42285	8	8	100%	Gen Ed Option. This course was taught concurrently with MUS 122C, which had 2 students. Combined max=10
F19	MUS	122C	42286	2	2	100%	Gen Ed Option. This course was taught concurrently with MUS 121C, which had 8 students. Combined max=10
F19	MUS	203S	42290	7	60	12% (38%)	<u>CR+OCET.</u> Gen Ed Option. Plus 16 students from OCET. True Fill rate: 38%
S19	MUS	204	40166	4	30	13% (43%)	<u>CR+OCET.</u> Gen Ed Option. Plus 9 students from OCET. True Fill rate: 43%
S19	MUS	121C	40160	8	8	100%	Gen Ed Option. This course was taught concurrently with MUS 122C, which had 2

							students. Combined max=10
S19	MUS	122C	40161	2	2	100%	Gen Ed Option. This course was taught concurrently with MUS 121C, which had 8 students. Combined max=10
S19	MUS	203S	40293	6	60	10% (32%)	<u>CR+OCET</u> . Gen Ed Option. Plus 13 students from OCET. True Fill rate: 32%
S20	MUS	204	43253	7	30	23% (77%)	<u>CR+OCET</u> . Gen Ed Option. Plus 16 students from OCET. True Fill rate: 77%
S20	MUS	121C	43256	7	8	88%	Gen Ed Option. This course was taught concurrently with MUS 122C, which had 2 students. Combined max=10
S20	MUS	122C	43257	2	2	100%	Gen Ed Option. This course was taught concurrently with MUS 121C, which had 7 students. Combined max=10
S20	MUS	203S	43252	8	60	13% (43%)	<u>CR+OCET</u> . Gen Ed Option. Plus 18 students from OCET. True Fill rate: 43%
F19	PHIL	204	42293	8	20	40%	<u>Evening & WI section</u> . Gen Ed Option.
S19	PHIL	111	40252	5	25	20%	Gen Ed Option.
S19	PHIL	225	40254	4	25	16%	<u>Evening Section</u> . Gen Ed Option.
S20	PHIL	120	43354	9	20	45%	<u>Evening Section</u> . Gen Ed Option.
S20	PHYS	101	43174	8	24	33%	Required for CTE programs
F18	PSY	240	44355	9	35	26%	Gen Ed Option. This section was part of the Pre-Nursing Learning Community. Rather than offering a special section, we blocked out seats in an existing section.
F18	PSY	240	44354	8	35	23%	Gen Ed Option.

F19	PSY	240	42242	9	35	26%	Gen Ed Option. Only section. Required for nursing students.
F19	REL	150	42122	7	25	28%	Foundations (FG) Course
F19	SCI	121L	42117	8	24	33%	Gen Ed Option.
S19	SCI	121L	40014	6	24	25%	Gen Ed Option.
S20	SCI	121	43010	5	24	21%	Gen Ed Option. Section added as other section was 92% full
F18	SP	151	44386	8	25	32%	<u>DCO Section</u> . Grad Option.
F18	SP	251	44181	7	25	28%	Grad Option.
S19	SP	151	40078	6	25	24%	<u>Evening section</u> . Grad Option.
S20	SSCI	250	43099	7	25	28%	Gen Ed Option
F18	THEA	221	44374	8	20	40%	

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.

Part IV. Assessment Data (EP 5.202; ACCJC Standard I.B.2; UHCCP 5.202)

The Liberal Arts program developed and adopted a deliberate plan for assessment at the program level in March of 2018, implementing it in Fall 2018.

Year	Fall	Spring
Fall 18/Spring 19	PSLOs 1, 2	PSLOs 3, 5
Fall 19/Spring 20	PSLOs 4, 6	PSLO 7
Fall 20/Spring 21	Focus on problem areas	PSLOs 1, 2
Fall 21/Spring 22	PSLOs 3, 5	PSLOs 4, 6
Fall 22/Spring 23	PSLO 7	Focus on problem areas

The assessment points in column 2 in the table below are those courses identified as possibilities for alignment with PSLOs at a program-wide assessment activity in 2014. Items in blue are the assessment points/tools actually used from Fall 18 through Spring 20.

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

Sub-PSLO 1	Assessment Point
1a) Communicate effectively orally in Standard American English	ART 107D, ART 125, ART 207D, ART 255, ECON 131, JOUR 205, MATH 111, MATH 11, PHIL 100, PHIL 101, PHIL 211, PHIL 213, POLS 141, REL 150, SOC 100, SP 151 , SP 251
1b) Communicate effectively in writing in Standard American English	2nd year WI courses ART 107, ART 125, BIOL/MARE 171L, ECON 131, ENG 100 , ENG 101, ENG 102, ENG 106, ENG 253, ENG 254, ENG 255, ENG 256, ENG 265, HIST 284, HIST 284K, HWST 107, HWST 128, JOUR 205, MATH 111, MATH 112, OCN 101, OCN 201, PHIL 100, PHIL 101, PHIL 211, PHIL 213, REL 150, REL 205, SOC 100

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.

Sub-PSLO 2	Assessment Point
2a) make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate	ART 112, ART 125, ART 229, ART 248, ASTR 110 , BOT 130 , ENG 100, ENG 102, ENG 106, ENG 200/215 , ENG 250, ENG 251, ENG 252, ENG 253, ENG 254 , ENG 255, ENG 256, ENG 257T , GG 101, HAW 261, HAW 262, HIST 242 , JOUR 285, MICR 130 , OCN 120 , OCN 201 , PHYS 101, PHYS 151, PHYS 170, SCI 122 , SCI 122L , SOC 100, SP 151
2b) use creative and critical thinking skills to weigh the relative merits of opposing positions	ART 101, ART 107D, ART 225, ENG 100, ENG 102, ENG 200/215 , JOUR 285, HIST 242 , LING 102, PHIL 100, PHIL 101, PHIL 211, PHIL 213, SP 151 , SP 251
2c) apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions	ENG 100, ENG 200/215 , MATH 100, MATH 115, MATH 135, MATH 140, PHIL 110

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.

Sub-PSLO 3	Assessment Point
3a) Apply quantitative methods appropriately	ECON 131, HORT 200, MATH 100 , MATH 103 , MATH 111, MATH 112, MATH 115 , MATH 135, MATH 140, MATH 205, MATH 206, PHIL 111 , PHYS 151, PHYS 170
3b) analyze real-life situations using numeric, graphical, and symbolic models and verbally explain these models	BIOL 110V , BIOL 171 , BOT 130 , BOT 130L , BIOL/MARE 171L, MATH 100 , MATH 103 , MATH 115 , MATH 135, MATH 140, MATH 205, MATH 206, MICR 130 , PHYS 151, PHYS 170, PSY 100 , PSY 240 , SCI 122L

3c) recognize the impact of mathematics on the sciences, society, and everyday life

BIOL 110V, BOT 130, BOT 130L, CHEM 151L, CHEM 161L, MATH 100, MATH 103, MATH 115, MATH 140, MATH 205, MATH 206, MICR 130, PHYS 151, PHYS 170

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.

Sub-PSLO 4	Assessment Point
4a) analyze the behavior of people from a psychological, sociological, philosophical, and anthropological perspectives	ANTH 200, ANTH 220, HAW 261, HIST 284, HIST 284K, HWST 107, HWST 128, JOUR 205, LING 102 , PSY 100, PSY 220, REL 205, SOC 100, SP 185, SSCI 250
4e) knowledgeably consider the social, political and economic implications of human interactions in order to make informed personal and social choices	BOT 105, HIST 151 , HIST 152 , LING 102, PHIL 100, PHIL 101, PHIL 211, PHIL 213, POLS 110, REL 150, SP 185

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.

Sub-PSLO 5	Assessment Point
5a) support opinions and make decisions based upon a scientific understanding of the physical and natural world,	ANTH 220, ASTR 110 , BIOL 100, BIOL 100L, BIOL 110V , BIOL 208, BIOL/MARE 171, BIOL/MARE 171L, BIOL/MARE 172, BOT 101 , BOT 101L, BOT 130 , BOT 130L , CHEM 151, CHEM 151L, CHEM 161, CHEM 162, GG 101, HWST 111, HWST 151, HWST 282, MICR 130 , OCN 120 , OCN 201, PHYL 142, PHYL 142L, PHYS 101, PHYS 151, PHYS 170, PHYS 272, SCI 121 , SCI 121L , SCI 122 , SCI 122L
5b) apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas	ANTH 200, ANTH 220, ASTR 110 , BIO 208, BIOL 100, BIOL 110V , BIOL 123L, BIOL/MARE 171, BIOL/MARE 171L, BIOL/MARE 172, BOT 101, BOT 105, BOT 130L , CHEM 151, CHEM 151L, CHEM 161L, HORT 200, HWST 281, MICR 140, OCN 201 , PHYS 151, PHYS 151/170, PHYS 170, PHYS 272, PSY 100, PSY 220, SCI 121, SCI 122L, SOC 100, SSCI 250, PHYL 141L, PHYL 142L

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.

Sub-PSLO 6	Assessment Point
6a) demonstrate a sympathetic awareness of the values and beliefs of their own and other cultures	ANTH 200, ANTH 220, BIOL 108, BOT 105 , ENG 250, ENG 255, FR 102, FR 201, FR 202, HAW 102, HAW 201, HAW 202, HAW 261, HIST 151 , HIST 152 , HIST 284, HIST 284K, HWST 107, HWST 111, HWST 128, JPN 102, JPN 201, JPN 202, LING 102, PHIL 100, PHIL 101, PHIL 211, PHIL 213, REL 205, SOC 100, SP 185, SPAN 102, SPAN 201, SPAN 202
6b) explain the historical dimensions of contemporary affairs and issues	HIST 151 , HIST 152 , HIST 281, HIST 282, HIST 284, HIST 284K, HWST 107, JOUR 205, SP 185
6c) analyze the interactive roles that social, religious, artistic, political, economic, scientific, and technological forces play in society	ART 101, ART 107B, ART 125, ART 207B, HIST 151 , HIST 152 , HIST 281, HIST 282, HWST 251, JOUR 205, PHIL 100, PHIL 101, PHIL 211, PHIL 213, SP 185
6d) engage responsibly in their roles as citizens with issues affecting themselves, their families, their communities, and the world	BOT 130L, PHIL 101, PHIL 102, PHIL 211, PHIL 213, SP 151, SP 185

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.

Sub-PSLO 7	Assessment Point
7a) demonstrate an aesthetic appreciation of creative and original expression	ART 101, ART 107D, ART 115, ART 125, ART 207D, ART 248, ENG 250, ENG 256, ENG 257T , ENG 272P , HAW 261, HWST 128, SP 231

7b) engage in creative activities, making use of natural gifts, acquired knowledge, and the intense discipline of art	ART 101, ART 107D, ART 112, ART 115, ART 125, ART 148, ART 207D, ART 225, ART 229, HAW 222, MUS 121B, MUS 121C, MUS 122B, MUS 122C, MUS 201, MUS 253
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1. List of the PSLOs, last date assessed, and next date to be assessed.
2. Assessment findings.
3. Changes that have been made as a result of the assessment findings.

PSLO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
#1) Communicate effectively both orally and in writing in Standard American English.	Fall 2018 (Assessed in 200-level WI courses, ENG 100, and SP courses)	86% students met expectations in written communication ; 93% met in oral communication . In writing, students face the greatest challenges in revising and editing their own writing (controlling grammar, punctuation, spelling). English faculty are regularly reviewing SLO data and implementing new classroom practices to emphasize identified areas of weakness.	Development and implementation of an informal self-assessment questionnaire to help students make better-informed choices about the English course in which they should initially enrol. Continued emphasis in composition courses on utilizing the writing process and on providing students with tools to improve their ability to revise, edit, and proofread their own writing (grammar, punctuation,	Spring 2021

			spelling CAI ancillaries, Grammarly, etc.)	
#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.	Fall 2018 (Assessed in a wide variety of Liberal Arts courses)	93% students met expectations.	The PSLO is too broad, addressing too many different disciplinary areas which exercise creative and critical thinking, information gathering, technology, and formal reasoning in very different ways. This makes meaningful assessment and useful interpretation of results difficult. The program will review this PSLO and how it is assessed. Given the nature of the data and confidence that faculty are basing grades upon student SLO achievement, we will first look at achievement data and then identify outlier	Spring 2021

			courses, and finally drill down to assessment results for identified courses.	
#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.	Spring 2019 (Assessed in BIOL 171, BOT 130/130L, MATH 100, 103, and 115, MICR 130 and PHIL 111)	71% met expectations	Numbers of students assessed were very small, so extrapolating meaningful information from the data is difficult. The program will be more targeted in the rubrics used to record PSLO data. Given the nature of the data and confidence that faculty are basing grades upon student SLO achievement, we will first look at achievement data and then identify outlier courses, and finally drill down to assessment results for identified courses. Faculty plan to develop "pocket pilots" of in-class pre- & post-tests for	Fall 2021

			this PSLO for the next assessment cycle (Lead: R. Girard).	
#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.	Fall 2019 (Assessed in BOT 105, SP 151, HIST 151, 152, LING 102)	92% met expectations. Students seem to be doing well in this PSLO, but we need better-targeted data collection in order to make informed decisions about how to further improve student learning.	Approximately 60 students were assessed. The program will be more targeted in the rubrics used to record PSLO data so that results across a broad spectrum of disciplines can be accurately collated.	Spring 2022
#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	Spring 2019 (Assessed in ASTR 110, BOT 101 and 130/130L, MICR 130, OCN 120 and 201, SCI 121/121L and 122/122L)	83% met expectations. Students seem to be doing well in this PSLO, but we need better-targeted data collection in order to make informed decisions about how to further improve student learning.	148 students in total were assessed across a wide variety of science courses. Science faculty plan do develop “pocket pilots” of in-class pre- & post-tests for this PSLO for the next assessment cycle (Lead: S. Taylor)	Fall 2021

models, solve problems, and generate new ideas.				
#6) Demonstrate a sympathetic awareness of the values and beliefs of their own and other cultures; explain the historical dimensions of contemporary affairs and issues; analyze the interactive roles that social, religious, artistic, political, economic, scientific, and technological forces play in society; and engage responsibly in their roles as citizens with issues affecting themselves, their families, their communities, and the world.	Fall 2019 (Assessed in HIST 151, 152, and 241)	78% in Spring 38 students in BOT105 87% in HIST courses (85 students) Students seem to be doing well in this PSLO, but we need better-targeted data collection in order to make informed decisions about how to further improve student learning.	Extrapolating meaningful information on the entire PSLO from the data is difficult. The program will be more targeted in the rubrics used to record PSLO data so that results across a broad spectrum of disciplines can be accurately collated.	Spring 2022
#7) Demonstrate an aesthetic	Spring 2020	87% Students seem to be doing	The only courses that directly reported	Fall 2022

<p>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.</p>	<p>(Assessed in ENG 257T and 272P)</p>	<p>well in this PSLO, but we need better-targeted data collection in order to make informed decisions about how to further improve student learning.</p>	<p>assessment results for this PSLO were ENG literature courses, which touch upon only one part of this PSLO. Numbers of students assessed were very small, so extrapolating meaningful information from the data is difficult. The program will be more targeted in the rubrics used to record PSLO data so that results across a broad spectrum of disciplines can be accurately collated.</p>	
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Part V. Curriculum Revision and Review

Since the curriculum actions for the ASNS degrees, Creative Media AS degree, Hawaiian Studies AA degree, and Pre-Engineering pathway are filtered through the Liberal Arts divisions (LAH and SAM), those courses are also included here.

Course Prefix and Number	Date Last Reviewed	Next Review Date
AG 102	2017/18	2022/23
AG 122	2017/18	2022/23
AG 141	2016/17	2021/22

AG 162	2018/19	2023/24
AG 200	2019/20	2024/25
AG 200L	2019/20	2024/25
AG 264	2016/17	2021/22
AG 271	2017/18	2022/23
AG 293V	2017/18	2022/23
ANTH 200	2017/18	2022/23
ANTH 220	2017/18	2022/23
ART 101	2018/19	2023/24
ART 105	2018/19	2023/24
ART 106	INACTIVATED 2020/21	2025/26
ART 107D	2018/19	2024/25
ART 111	2018/19	2024/25
ART 112	2018/19	2022/23
ART 113	2020/21	2025/26
ART 117	2020/21	2025/26
ART 123	2019/20	2024/25
ART 125	2018/19	2023/24

ART 157	2017/18	2022/23
ART 190B	2018/19	2023/24
ART 207D	2018/19	2024/25
ART 211	2020/21	2025/26
ART 213	2020/21	2025/26
ART 223	2020/21	2025/26
ART 225	2018/19	2023/24
ART 229	2017/18	2024/25
ART 243	2016/17	2022/23
ART 244	2016/17	2022/23
ART 249	2017/18	2024/25
ART 250	2020/21	2025/26
ART 267	2017/18	2024/25
ART 293	NEW	2025/26
ASTR 110	2020/21	2025/26
ASTR 110L	2016/17	2021/22
BIOL 100	2017/18	2022/23
BIOL 100L	2017/18	2022/23

BIOL 110V	2017/18	2022/23
BIOL 123	2007/08	2020/21
BIOL 123L	2007/08	2020/21
BIOL 171	2019/20	2024/25
BIOL 171L	2019/20	2024/25
BIOL 172	2019/20	2024/25
BIOL 172L	2019/20	2024/25
BIOL 208	2020/21	2025/26
BOT 101	2017/18	2022/23
BOT 101L	2016/17	2021/22
BOT 105	2017/18	2022/23
BOT 130	2017/18	2022/23
BOT 130L	2017/18	2022/23
CHEM 151	2018/19	2023/24
CHEM 151L	2018/19	2023/24
CHEM 161	2018/19	2023/24
CHEM 161L	2018/19	2023/24
CHEM 162	2020/21	2025/26

CHEM 162L	2020/21	2025/26
CM 110	2018/19	2023/24
CM 111	2018/19	2023/24
CM 120	2018/19	2023/24
CM 121	2018/19	2023/24
CM 156	NEW	2025/26
CM 170	2018/19	2023/24
CM 171	2018/19	2023/24
CM 180	2018/19	2023/24
CM 181	2018/19	2023/24
CM 190	2018/19	2023/24
CM 191	2018/19	2023/24
ECON 130	2017/18	2022/23
ECON 131	2017/18	2022/23
EE 160	2020/21	2025/26
EE 205	2020/21	2025/26
EE 211	2020/21	2025/26
EE 213	2020/21	2025/26

EE 260	2020/21	2025/26
EE 296	2020/21	2025/26
ELI 04	2017/18	2022/23
ENG 075	2020/21	2025/26
ENG 100	2020/21	2025/26
ENG 100L	2020/21	2025/26
ENG 104	2017/18	2022/23
ENG 106	2015/16	2021/22
ENG 200	2017/18	2022/23
ENG 250	2015/16	2021/22
ENG 251	2018/19	2023/24
ENG 252	2017/18	2023/24
ENG 253	2019/20	2024/25
ENG 254	2019/20	2024/25
ENG 255	2017/18	2024/25
ENG 256	2019/20	2022/23
ENG 257	2017/18	2023/24
ENG 257N	2016/17	2021/22

ENG 257T	2018/19	2024/25
ENG 261	2017/18	2023/24
ENG 272B	2016/17	2022/23
ENG 272P	2018/19	2024/25
FR 101	RETIRED 2020/21	RETIRED
FR 102	RETIRED 2020/21	RETIRED
GG 101	2020/21	2025/26
GG 101L	2020/21	2025/26
GIS 189	2015/16	2020/21
GIS 200	2015/16	2020/21
GIS 205	2015/16	2020/21
GIS 205L	2015/16	2020/21
GIS 213	2015/16	2020/21
GIS 214	2015/16	2020/21
HAW 101	2019/20	2024/25
HAW 102	2019/20	2024/25
HAW 201	2020/21	2025/26
HAW 202	2021/22	2026/27

HAW 221	12/1990	2021/22
HAW 222	11/1991	2021/22
HAW 261	2019/20	2024/25
HAW 262	04/1987 CM 05/2008	2021/22
HIST 151	2018/19	2023/24
HIST 152	2018/19	2023/24
HIST 241	2020/21	2020/21
HIST 242	2020/21	2020/21
HIST 250	2017/18	2022/23
HIST 281	2020/21	2025/26
HIST 282	2020/21	2025/26
HIST 284	2017/18	2022/23
HIST 284K	2017/18	2022/23
HIST 288	2019/20	2024/25
HWST 020P	RETIRED 2020/21	RETIRED
HWST 107	2019/20	2023/24
HWST 110	2018/19	2022/23
HWST 111	2017/18	2022/23

HWST 128	2020/21	2025/26
HWST 129	2020/21	2025/26
HWST 140	2017/18	2023/24
HWST 177	2017/18	2023/24
HWST 228	2020/21	2025/26
HWST 229	2020/21	2025/26
HWST 270	2020/21	2025/26
HWST 281	2018/19	2024/25
HWST 282	2018/19	2024/25
HWST 290	2017/18	2022/23
HWST 213	2020/21	2025/26
ICS 111	2017/18	2022/23
JPN 101	2020/21	2025/26
JPN 102	2017/18	2021/22
JPN 201	2017/18	2022/23
JPN 202	2017/18	2023/24
LING 102	2018/19	2023/24
MARE 171	2019/20	2024/25

MARE 171L	2019/20	2024/25
MARE 172	2019/20	2024/25
MARE 172L	2019/20	2024/25
MATH 016	2019/20	2024/25
MATH 075X	2020/21	2025/26
MATH 082X	2020/21	2025/26
MATH 088	2020/21	2025/26
MATH 100	2019/20	2024/25
MATH 103	2016/17	2021/22
MATH 111	2019/20	2024/25
MATH 112	2019/20	2024/25
MATH 115	2019/20	2024/25
MATH 140X	2019/20	2024/25
MATH 241	2016/17	2021/22
MATH 242	2016/17	2021/22
MATH 243	2016/17	2021/22
MATH 244	2016/17	2021/22
MATH 253	2018/19	2023/24

MICR 130	2017/18	2022/23
MICR 140L	2017/18	2022/23
MUS 121B	2017/18	2021/22
MUS 121C	2017/18	2021/22
MUS 121D	2017/18	2022/23
MUS 121F	2017/18	2022/23
MUS 122B	2017/18	2022/23
MUS 122C	2017/18	2022/23
MUS 166	2017/18	2022/23
MUS 201	2017/18	2022/23
MUS 202	2017/18	2022/23
MUS 203S	2017/18	2022/23
MUS 204	2017/18	2022/23
MUS 220	2017/18	2022/23
MUS 253	2020/21	2025/26
MUS 254	2017/18	2022/23
OCN 101	2020/21	2025/26
OCN 120	2020/21	2025/26

OCN 199V	2020/21	2025/26
OCN 201	2020/21	2025/26
PHIL 100	2020/21	2025/26
PHIL 101	2020/21	2025/26
PHIL 102	2020/21	2025/26
PHIL 103	2020/21	2025/26
PHIL 111	2017/18	2022/23
PHIL 120	2019/20	2024/25
PHIL 204	2020/21	2025/26
PHIL 211	2020/21	2025/26
PHIL 213	2020/21	2025/26
PHIL 225	2016/17	2021/22
PHYL 141	2017/18	2022/23
PHYL 141L	2017/18	2022/23
PHYL 142	2017/18	2022/23
PHYL 142L	2017/18	2022/23
PHYS 101	2021/22	2026/27
PHYS 151	2017/18	2022/23

PHYS 151L	2017/18	2022/23
PHYS 152	2018/19	2023/24
PHYS 152L	2017/18	2022/23
PHYS 170	2017/18	2022/23
PHYS 170L	2017/18	2022/23
PHYS 272	2018/19	2023/24
PHYS 272L	2017/18	2022/23
POLS 110	2017/18	2022/23
PSY 100	2020/21	2025/26
PSY 220	2020/21	2025/26
PSY 240	2017/18	2022/23
REL 122	2020/21	2025/26
REL 150	2020/21	2025/26
REL 205	2017/18	2022/23
REL 210	RETIRED 2020/21	RETIRED
SCI 121	2017/18	2022/23
SCI 121L	2017/18	2022/23
SCI 122	2020/21	2025/26

SCI 122L	2020/21	2025/26
SCI 170	2020/21	2025/26
SOC 100	2016/17	2021/22
SOC 220	2019/20	2024/25
SP 151	2019/20	2024/25
SP 181	2020/21	2025/26
SP 185	2017/18	2022/23
SP 231	2017/18	2022/23
SP 251	2020/21	2025/26
SP 253	2018/19	2023/24
SPAN 101	2016/17	2021/22
SPAN 102	2016/17	2021/22
SPAN 201	2016/17	2021/22
SPAN 202	2016/17	2021/22
SSCI 113	2019/20	2024/25
SSCI 250	2016/17	2021/22
SSM 101	2020/21	2025/26
SSM 110	2019/20	2024/25

SSM 201	2018/19	2023/24
SSM 275	2019/20	2024/25
THEA 221	2017/18	2022/23
THEA 222	2020/21	2025/26
ZOOL 105	2020/21	2025/26

Part VI. Survey Results

Survey Type	Date Administered	Date of Next Survey	Results
CESSEE	2018	2020 (cancelled due to COVID)	There are no CESSEE questions that are AA-specific.

Part VII. Financials

Fiscal Year	Budget
2015/2016	SAM: \$23,000 LAH: \$15,000
2016/2017	SAM: \$23,000 LAH: \$15,000
2017/2018	SAM: \$23,000 LAH: \$19,000
2018/2019	SAM: \$23,000 LAH: \$19,000
2019/2020	SAM: \$19,000 LAH: \$16,150

See Parts 1 and 2 above for a discussion of any changes in services, functions, personnel, and facilities.

Category	Current Resource(s)	What is needed?	Justification
PERSONNEL			

Positions (Faculty)	As of F20, 20 FT, plus 1 grant-funded FT	FT positions in AG, ART, MATH, and PSY have already been at least temporarily lost due to hiring freeze. Imminent likely retirements/departures in BIOL, ENG, HAW (technically European Language), PHIL/REL, and PHYL will only add to FT faculty attrition.	Continuing to reduce the number of FT faculty (both probationary and non-probationary) reduces the program's ability to offer quality up-to-date classes due to the need for ongoing curriculum development and coordination with other discipline faculty--functions not required of lecturers.
Positions (Staff)	3	Both division Office Assistants are essential	Two division Office Assistants and one APT position for lo'i maintenance/HWST computer support.
OPERATING			
Supplies	Standard consumable office supplies; consumable art and ceramics supplies; consumable science lab supplies.	Essential for regular operation.	
Equipment	Field truck	Essential for BOT and AG work in Ulutopia	Field Work

	Canoe with Pontoon Trailer		Needed for HWST program and Polynesian Voyaging program
	Lawn mower, edger, weed wacker and misc. Landscaping and gardening tools	Essential for lo'i maintenance	Needed for HWST program
	Mixer Fate Inteclay	Replacement is needed.	Essential for Ceramics courses. This item was retired in Fall 2020, due to extensive rust damage.
	Contemporary Kiln	Essential	Essential for Ceramics courses.
	1 electric kiln and various parts (such as vent, extension kit, shelves, etc)	Essential	Essential for Ceramics courses.
	16 kiln shelves	Essential	Essential for Ceramics courses.
	12 advancer kiln shelves	Essential	Essential for Ceramics courses.
	1 test kiln		Essential for Ceramics courses.
	Large electric potter's wheels (16)	Essential	Essential for Ceramics courses.
	Yamaha Baritone Saxophone		Needed for student practice in Music courses.
	Musicians Friend Piano Bench x6	Essential	Essential for Music courses.

	Musicians Friend headphones x20		Essential for Music courses.
	Musicians Friend folding music stand light x20	Essential	Essential for Music courses.
	Music keyboard with bench		Music course necessity for student practice room.
	M Kawamura 2 cycle engine		For repairs to maintenance equipment for HWST-designated areas.
	Lights for Photography and Motion Picture	Essential	Originally purchased by LAH for the Creative Media program.
	B&H Photo HD Projector		Creative Media program & Art course necessity for discussion of images
	Costco TV-75" 4K Samsung, TV Mount (Digital Media)	Essential	Creative Media program necessity to videography and projection of instructor workstation in a readable format.
	Seville table		ADA-compliant purchase for instructor office
	K-Log Bookcases x4		Instructor office
	Aloha Furniture desk		Instructor office
	ChromeBooks (~110)	Essential	Essential for in-class use in English and Math.

	12 Wolfe Beta elite binoc.		To support biology labs
	"Zeiss primostar (Compound)"		Used to support AG program
	"Zeiss primovert (Inverted)"		Used to support AG program
	Fixed temp. autoclave (sterilizer)		To support Science Labs and research
	Rover with antenna kit and Field controller		To support Science Labs and research
	2 Geocollector subfoot for arcpad		To support Science Labs and research
	"Geocollector subfoot with rangefinder for arcpad"		To support Science Labs and research
	Microscope Inverted		To support Science Labs and research
	2 Primovert Microscope		To support Science Labs and research
	Ford Ranger		To Ag and farm work.
SPACE/ FACILITIES	Ulutopia		Research facility
	Ceramics Studio Space		Dedicated space for instruction using specialized equipment and supplies.

	Drawing/Painting Studio		Dedicated space for instruction using specialized equipment and supplies.
	Creative Media Studio		Properly assigned to Creative Media program. Dedicated space for instruction using specialized equipment and workstations, and for secure storage of equipment. (Used almost exclusively by Creative Media program, not Liberal Arts.)
	Music Studio		Dedicated space for instruction using specialized equipment and supplies.
	NSCI 104		Microbiology Lab
	NSCI 101		Chemistry Lab
	NSCI 107		Physics Lab
	SSCI 119		Wet Lab
	FARM-K 105		Ag Lab
	Shadehouse		To support the Ag program
	Greenhouse		To support the Ag program
	Lo'i Shed		To support the HWST program
TECHNOLOGY			
Hardware	Standard instructor office hardware in KCC standard configuration ; standard classroom hardware provided through Computer Services		

	8 Surface Pros		Used to support Early College courses
	8 Dell XPS		Used to support science labs.
Software	Specialized software used in Creative Media lab		Properly assigned to Creative Media program.
	Screen Cast-O-Matic		Used for creating videos for online classes.

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

Action Plan	Anticipated Outcome	Actual Outcome
Continue professional tutor support for students testing at one level below college-ready standards in English and/or Math	Increase percentage of students testing at one level below college-ready standards completing their college-level English and/or Math course within one semester. Increase percentage of students testing at two levels below college ready standards completing their college-level English and/or Math course within one year.	<p>Ongoing. Professional tutors have been instrumental in enhancing student success at this level.</p> <p>For math, completion in one semester for “one level below” students has improved over the past four years: 54%, 59%, 58%, 62% (16-17, 17-18, 18-19, 19-20).</p> <p>For English, results for the same period have been different: 45%, 37%, 57%, 48%. The precipitous drop in 2017/18 coincides with a drastic change in placement criteria which saw many more students placed into college-level composition who would previously have placed lower. Instructional modifications, including enhanced use of professional tutors, significantly improved outcomes in 2018/19.</p> <p>Ongoing efforts to improve student outcomes in first-year Math and English include a proposed pilot requiring students to register in these foundational courses in their first two semesters.</p>

<p>Continue professional tutor support for students testing at two or more levels below college-ready standards in English and/or Math</p>	<p>An increased number of students testing at two or more levels below college-ready standards completing their college-level English and/or Math course within one year.</p>	<p>Ongoing. Professional tutors have been instrumental in enhancing student success at this level, most especially in English.</p> <p>In math, completion in one year for “two+ levels below” students has remained essentially the same for the past three cohorts: 32%, 30%, 25%, 36% (16-17, 17-18, 18-19, 19-20). Also note that the overall “% completed college level within target time” for all beginning students has increased: 40%, 45%, 49%, 54%.</p> <p>The % at the “2+ levels below” has been decreasing over the last three years: 70%, 45%, 40%, 37%. This could suggest better use of alternative placement. In that case, the remaining “2+ levels below” cohort would consist of weaker students, so having a relatively flat success rate for them would actually represent some improvement.</p> <p>In English, completion in one year for “two+ levels below” students has remained essentially the same over the same time frame: 22%, 29%, 35%, 25%. The overall “% completed in target time” has been increasing impressively: 49%, 57%, 62%. In 19-20, 74% of the beginning students were assessed as being “college level,” although, as the afore-mentioned study outlines, many were not prepared for college level work. Despite this, 69% completed college-level ENG in one semester.</p>
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<p>Create Academic Subject Certificates in humanities and arts disciplines to attract students interested in such fields and prepare</p>	<p>Curriculum approval and launch of ASCs in English and Performing Arts. Long-term goal is to increase # students achieving certificates and</p>	<p>The ASC in English was approved in 2019. Program Action Requests for ASCs in Performing Arts, Visual Arts, and Languages (Spanish, Japanese, and Hawaiian) were submitted for curriculum committee approval</p>
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them for transfer to UH 4-year institutions.	transferring to 4-year institutions.	in Fall 2020, but were withdrawn due to the COVID-19 pandemic's negative impact on overall course offerings.
Meet student demand for Biological Science classes	Approval and hire of 1 biological Science faculty position and 1 Agricultural Science faculty position	Positions were not approved
Properly replace fume hoods in NSCI building	Safe operation of science labs	Bid for design has gone out.
Renovation of NATSCI 107 (outdated and unsafe Physical Science lab)	Safe operation of physical science lab	Electrical wiring in NSCI was completed over 2019 winter break.
Replace two broken analytical balances in chemistry lab	Needed for safe operation of the chemistry lab.	Purchased with grant funds Correction: broken analytical balances (2) were replaced 5/2018 as requested; due to need, two additional balances were requested in 2019. HoH grant purchased a total of five (5) to share between CHEM and PHYS.
Remove the cabinets in the back of the Music Classroom (ART 1-111)	Removal of unusable cabinets for health and ADA compliance.	Completed
Build a free-standing secure storage area for Creative Media	Construction of a 20x15 foot secured, weather- and humidity-controlled storage area will allow for safe storage	Still remains a need

equipment adjacent Fine Arts room 101	of specialized equipment and free up needed classroom space.	
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Part IX. Analysis of Program

Goal	Strategic Goal/Priority (List number)*	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Program Goal 1: Increase Liberal Arts graduates	Priority Goal 1	Increase # of graduates with an Associate Degree to pre-COVID levels within next 5 years.	Increase student graduation rates to 55 students per year.	# AA degrees awarded annually	Ongoing
Program Goal 2: Increase Native Hawaiian graduates	Goal 2	Increase # of Hawaiian graduates to pre-COVID levels within the next 5 years.	TBD. Increase # of NH graduates to a rate commensurate with % NH program majors.	# NH students graduating with AA degrees annually	Ongoing
Program Goal 3: Increase student transfers	Priority Goal 4	Increase annual # of transfers to four-year programs by 2% per year.	Increase # of Liberal Arts student transfers to 4-year schools.	# Liberal Arts students transferring to 4-year schools.	Ongoing. 79 (in 2013), 79 (in 2014), 87 (in 2015), 76 (in 2016), 91 (in 2017), 70 (in 2018), 75 (in 2019), 63 (in 2020)
<Revised> Program Goal 4: Increase percentage	Goal 6	75% of students testing at 1 level below college-ready	Increase # of Liberal Arts students enrolling in	% of Liberal Arts students enrolling in and	2017/2018, Revised in 2020 Ongoing

<p>of students completing their college-level English and/or Math within the first year. <revised from 'Accelerate college readiness,' which was driven by a system-level mandate that has been untenable for English programs across the CC System. This change reflects a more reasonable timeline and addresses generally recognized best practice that students should take these foundational courses within the first year.></p>		<p>and 70% of students testing at 2 or more levels below college-ready standards will complete their college-level English and/or Math course within their first academic year.</p>	<p>and successfully completing 100-level English and/or Math within the first year.</p>	<p>successfully completing 100-level English and/or Math within the first year.</p>	
<p>Program Goal 5: Increase student retention</p>	<p>Priority Goal 7</p>	<p>Increase fall-to-spring persistence to 75%. Increase fall-to-fall</p>	<p>Improve student persistence</p>	<p>Student fall-to-spring and fall-to-fall persistence.</p>	<p>2019/2020 Ongoing</p>

		persistence to 48%.			
Program Goal 6: Increase student credit accumulation .	Priority Goal 7	65% of full-time Liberal Arts students earn at least 20 credits after 1 year and 65% of part-time students earn at least 9 credits after 1 year.	Increase annual average # of credits earned by students.	# credits earned per year by full- and part-time Liberal Arts students	2019/2020 Ongoing
Program Goal 7: Reduce the time to degree	Priority Goal 7	50% of full-time Liberal Arts students will graduate within 3 years.	Increase # of full-time students graduating within 3 years.	% full-time students graduating within 3 years.	Ongoing. 40% for students beginning in 2012, 28% for 2013, 22% for 2014, 44% for 2015, 39% for 2016, 46% for 2017.
Program Goal 8: Increase campus and community sustainability .	Goal 11	Increase # students enrolled in sustainability-related courses.	Increased awareness of sustainability and climate issues for enrolled students.	# of students enrolled in S-designated, SSM, and OneTheme-OneCampus (OTOC) courses	2020/21 The campus' Sustainability Committee is largely responsible for these initiatives. (Implementation postponed due to COVID-19 pandemic)
Program Goal 9: Strengthen distance education offerings.	Priority Goal 12	Increase DE offerings by 5%. Increase Liberal Arts faculty training in DE pedagogy	Increased # of DL offerings. Increased # of Liberal Arts faculty certified by	# DE offerings. # of faculty certified to teach DE courses.	Ongoing (Implementation accelerated due to COVID-19 pandemic)

		and technology.	KCC's Professional Development Coordinator to teach DE courses.		
Program Goal 10: Reduce the cost of education for students.	Priority Goal 14	Implement zero cost textbooks (TXT0) in at least 15% of classes. Reduce textbook costs in non-TXT0 classes.	Decrease textbook costs for students.	# courses with zero cost textbooks. # courses with textbook costs reduced from previous year.	Ongoing. TXT0 courses: 7% (F17), 6% (S18), 1% (F18), 17% (S19), 7% (F19), 6% (S20), 19% (F20), 13% (S21)
Program Goal 11: Implement Hawai'i Papa O Ke Ao— Culture and Language	Priority Goal 15	Foster and promote Hawaiian culture and language.	Increased use of Hawaiian in oncampus signage and in everyday operations. Long-term Outcome: All college forms and degrees available in Hawaiian and English. All buildings and named areas will have Hawaiian name equivalents.	# of campus signs/building names using Hawaiian language. # internal processes and forms using Hawaiian language (eg. division & committee agendas, paper and online forms)	Spring 2020 (Implementation delayed due to COVID-19 pandemic) Ongoing

<p>Program Goal 12: Implement Hawai'i Papa O Ke Ao—Values and Decision-Making</p>	<p>Priority Goal 15</p>	<p>Include Native Hawaiian values that impact decision-making</p>	<p>Incorporate Native Hawaiian values into program decision-making processes</p>	<p>Native Hawaiian values relevant to decision-making identified. Process developed and implemented for incorporating these values into division and program decision-making</p>	<p>Spring 2020 (Implementation delayed due to COVID-19 pandemic) Ongoing</p>
<p>Program Goal 13: Continue to offer high quality, supported instruction in a variety of disciplines taught by well-qualified permanent faculty in well-equipped facilities.</p>	<p>Priority Goals 1 and 7 . Goals 6, 9, and 13</p>	<p>Foster and maintain high-quality teaching faculty, professional tutoring, and modern, well-equipped teaching and learning environment. Meet student needs for required and elective courses.</p>	<p>Hire and retain high-quality full-time permanent faculty in all subject areas in which student demand is steady or increasing. Renovate/improve instructional spaces to industry/best practices standards. Facilitate professional tutoring in math and</p>	<p>Maintain current faculty levels and fill outstanding vacant positions identified above. Improved classroom facilities/teaching environments. Constant or improved professional tutoring availability in English and math.</p>	<p>Ongoing</p>

			English to support student success.		
Program Goal 14: Review and revise, if necessary, PSLOs and assessment strategies for PSLOs.	Priority Goal 15	Completion of task	Create program task force to review/revise PSLOs; Implement revised assessment strategies	Task force established for Spring 2021 with any changes to PSLOs set for approval in Fall	Spring 2021
Program Goal 15: 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.	Priority Goal 4	Completion of task	Increase number of ASCs aligned with UH System 4-year programs.	Completion of task	Fall 2019 (Completion delayed due to COVID-19 pandemic) Ongoing
Program Goal 16: Safeguard and maintain specialized equipment to reduce future costs.	Priority Goal 14 Goal 10, 11, 13	Maintain equipment maintenance costs at present level.	Responsible stewardship of fiscal and capital resources.	Maintain or reduce equipment maintenance costs.	Ongoing
Program Goal 17:	Priority Goals 1, 4, and 7	Correct and enhance data	Increased efficiency	Correct data	2020/2021

Improve efficiency by better aligning data points and ARPD metrics to more accurately reflect the realities of the program. Use improved data to inform measures to reduce low-enrolled courses.	Goals 2, 3, 5, 6	alignment for accuracy. Reduce the number of low-enrolled class sections in Liberal Arts program courses by 10%.	and improved stewardship of financial resources.	misalignments. Reduce the percentage of class sections with below 50% fill rates per AY in Liberal Arts program courses by 10%.	
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*All Strategic Goals and Priorities are Aligned to the College Mission.

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).

We realize that these requests are spectacularly unreasonable and irresponsible to consider while the University is in the process of surviving and then recovering from the catastrophic impact COVID-19 has had on its resources. We are simply capturing them here so that there is a cumulative record of the program’s previously identified needs and emerging needs. This will ensure the information can be efficiently retrieved when the University’s budgetary circumstances recover, even if the leadership of the Liberal Arts program (LAH and SAM Divisions) has changed.

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

Program Goal	#1-7, 13, 15
Resource Requested*	Convert one temporary FTE English position to tenure-track (approved in 2018 and 2019 APRU, but rescinded due to budget shortfalls and COVID hiring freeze)
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, salary and fringe benefits for one instructor
Useful Life of Resource	@ 30 years

Person(s) Responsible and Collaborators	English Coordinator; English Faculty; LAH Division Chair
Timeline	To be hired by Fall 2020. This position was approved in the 2017-2018 APRU budget allocation process, but the Chancellor requested that the English program hold off on the advertisement, selection, and hiring process due to unanticipated resource shortfalls. The position was again approved in the 2018-2019 APRU process, but again rescinded. The need for the position has not been reduced.

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

Program Goal	#1-7, 13
Resource Requested*	1 FTE to hire AG instructor (replacement) (approved in 2019 APRU, but rescinded due to COVID hiring freeze)
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, salary and fringe benefits for one instructor
Useful Life of Resource	@ 30 years
Person(s) Responsible and Collaborators	SAM Division Chair
Timeline	<p>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.</p> <p>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.</p>

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

Program Goal	#1-7, 13, 15
Resource Requested*	One FTE Art position (approved in 2019 APRU, but rescinded due to COVID hiring freeze)
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, salary and fringe benefits for one instructor
Useful Life of Resource	@ 30 years
Person(s) Responsible and Collaborators	LAH Division Chair
Timeline	To be hired by Fall 2021. Approval to hire a non-tenure track ART instructor was granted in response to the 2019 APRU. Unfortunately, due to COVID, a hiring freeze was implemented.

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

Program Goal	#1-7, 13
Resource Requested*	1 FTE for Psychology (replacement)
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, salary and fringe benefits for one instructor
Useful Life of Resource	@ 30 years
Person(s) Responsible and Collaborators	SAM Division Chair
Timeline	To be hired by Fall 2021.

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

Program Goal	#1-7, 13, 15
Resource Requested*	1 FTE for Math (replacement)
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, salary and fringe benefits for one instructor
Useful Life of Resource	@ 30 years

Person(s) Responsible and Collaborators	SAM Division Chair
Timeline	To be hired by Fall 2021.

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

Program Goal	#1-7, 13, 15
Resource Requested*	1 FTE for Hawaiian/Hawaiian Studies position (replacement for European Languages position) Dec 2020 retirement postponed due to COVID until Spring 2021
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, salary and fringe benefits for one instructor
Useful Life of Resource	@ 30 years
Person(s) Responsible and Collaborators	LAH Division Chair; Hawaiian Studies Program Coordinator
Timeline	To be hired by Fall 2021.

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

Program Goal	#1-7, 13, 15
Resource Requested*	One FTE Philosophy/Religion position (replacement)
Cost and Vendor	Salary of an instructor
Annual Recurring Cost	Yes, salary and fringe benefits for one instructor
Useful Life of Resource	@ 30 years
Person(s) Responsible and Collaborators	LAH Division Chair
Timeline	To be hired by Fall 2021.

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

Program Goal	#6, #13
Resource Requested*	Two Professional Math tutors; 3-4 Professional English tutors

Cost and Vendor	Currently, these casual hires may work a maximum of 19 hours per week and earn a wage of \$20 hour. Thus, the math department is asking for \$35,000 to cover the salaries and training of two professional tutors. The English department is asking for \$30,000 to cover between 3-4 casual hire employees over the course of the year.
Annual Recurring Cost	Yes, on year-to-year casual hires
Useful Life of Resource	As long as significant numbers of students continue to test in at one or two levels below college-ready in English and math.
Person(s) Responsible and Collaborators	LAH Division Chair; SAM Division Chair; Tutoring Center Coordinator
Timeline	To be hired by Fall 2021.

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

Program Goal	#16
Resource Requested*	Build a free-standing secure storage area for Creative Media equipment adjacent Fine Arts room 101.
Cost and Vendor	Materials to construct a 20x15 foot secured, weatherproof storage area to be built by either (1) carpentry program students or (2) external contractor. Since source of labor is uncertain, cost estimate is unclear. Stand-alone air conditioning and a dehumidifier, along with storage shelving, would be purchased from ACM funds.
Annual Recurring Cost	Construction is a one-time expenditure. Recurring cost would be any electrical costs for running the AC and dehumidifier.
Useful Life of Resource	As long as the Creative Media program is needing to store equipment securely.
Person(s) Responsible and Collaborators	LAH Division Chair; Creative Media Program Coordinator; Carpentry program faculty and students
Timeline	ASAP

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

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

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

Program Goal	#13
Resource Requested*	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 and Vendor	\$3,000,000
Annual Recurring Cost	Utility Costs and Maintenance
Useful Life of Resource	50+ years
Person(s) Responsible and Collaborators	SAM Division Chair, Facilities
Timeline	

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

