Institutional Student Learning Outcomes (ISLOs) Written Communication, Oral Communication, Symbolic Reasoning, and a Review of ISLOs

Introduction

Following ACCJC Standard II.A.3 (2014), Kaua'i Community College (Kaua'i CC) is intentional in delivering curricula that, *includes in all of its programs, student learning outcomes appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.* The college ensures that students receive expert instruction in and capable assessment of their achievement through nine Institutional Student Learning Outcomes (ISLOs). In the 2024-2025, Academic Year (AY), faculty assessed three ISLOs: *Written Communication*, *Oral Communication*, and *Symbolic Reasoning*. These ISLOs are identified as:

1. **Written Communication:** Write in clear and organized Standard American English to present, explain, and evaluate ideas, to express feelings, and to support conclusions, claims, or theses.
2. **Oral Communication:** Speak in understandable and organized Standard American English to explain ideas, to express feelings, and to support conclusions, claims, or theses. Receive, construct meaning from, and respond to spoken and/or nonverbal messages.
3. **Symbolic Reasoning:** Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.

A total of 13 respective discipline faculty met on January 6, 2025, during a Welcome Back Week session titled *ISLO/Gen Ed Assessment Meeting*. English and speech faculty members met from 9:30-11:30 AM and mathematics faculty members met from 12:00-2:00 PM. Faculty met to review the assessment outcomes for their ISLOs, and presented their findings to the Dean of Arts and Sciences, the Assessment Committee Chair, and the Curriculum Committee Chair. Each discipline evaluated the assessment results from 2022 and compared them to the recent findings in 2024, providing insights into the reasons for student success, areas for improvement, and how faculty attempted to "close the loop" on any apparent deficiencies in their areas. The next section will summarize each division's methodology, and identify any changes that were proposed from the 2021-2022 Academic Year (AY).

Methodology

Written Communication Methodology

Current data methods. Two writing courses were assessed for the 2024-2025 academic year: ENG 100 (*Composition I*) and ENG 106 (*Technical Communication*). During fall 2024, 132 students were evaluated in various modalities: 22 students were taught in the ENG 100 accelerated (eight-week) course, 80 students were enrolled in the Early College (dual-credit high school/community college) course, and 30 students were educated through the ENG 100 (Standalone) approach which was comprised of 15 asynchronous and 15, eight-week accelerated students.

Previous data methods. In AY 2021-2022, 329 students were assessed (see Table 1). Across all first-year English courses (ENG 100 and ENG 106) in both semesters, 60% of students earned A, B, or C grades, designated as a 'pass.' This rises to 66% when D-earning students are included, which is sufficient for degree completion in programs which do not require students to take courses for which completion of

ENG 100 is a prerequisite. The highest pass rates are seen in the Early College ENG 100 sections (89%), with 82% of asynchronous students being successful and 100% of synchronous students passing. This is unsurprising since the high schools customarily remove students who are struggling in the Early College sections. Sixty-four percent of students who self-selected for the intensive asynchronous five-week section of ENG 100 were successful. College-ready students seem to do similarly well in synchronous (55% pass rate) and asynchronous (51%) sections, meaning that stand-alone ENG 100 courses have an overall 54% pass rate, lower than in previous years.

Slightly more students enrolled in the synchronous sections (91 headcount) than in the asynchronous ones (82), but this may be due to there being more synchronous ENG 100 sections being offered (eight synchronous standalone sections compared to six asynchronous ones). An outlier section is the small hybrid section of ENG 100 offered to four students, of whom three (75%) were successful. Data about pass rates in accelerated (co-requisite) ENG 100 sections is perplexing since it seems to indicate a contradictory pattern to that seen with the standalone sections. Overall, only 44% of students in the accelerated ENG 100 sections were successful, with 52% of students in asynchronous sections and 36% of students in synchronous sections passing. Noteworthy however, is that students placed into the accelerated ENG 100 sections are not only less-prepared, but also less numerous than their college-ready peers (only 48 students registered in the accelerated sections, while 177 registered in standalone sections). The single ENG 106 section saw a 50% pass (A, B, and C grades) rate; this pass rate rises to 67% when one considers that most students who register for ENG 106 are in programs for which a D grade is sufficient. See Table 1 for a summary table of students in ENG 100 and 106 in AY 2021-2022.

Table 1. Students Enrolled in ENG 100 and 106 in AY 2021-2022

Course	Headcount
ENG 100 (5-Week)	28
ENG 100 (Accelerated)	48
ENG 100 (Early College)	64
ENG 100 (Standalone)	177
ENG 106	12
Grand Total	329

When examining the reasons for student failure in ENG 100, seven factors were examined, such as *ESL/Limited English Proficiency*, or *Personal Issues*. All seven factors and their numbers are listed in Table 2.

Table 2. Factors Impacting Student Failure

Reasons for Failure/Withdrawal During Fall 2021								
	Basic Writing Skills	ESL/Limited English Proficiency	Stopped Submitting	Personal Issues	Limited participa-tion	Left Blank	Low Read-ing Comp	Grand Total
ENG 100 (5-Week)	2	NA	NA	1	5	2	NA	10
ENG 100 (Accelerated)	8	1	8	1	5	3	1	27
ENG 100 (Early College)	1	NA	3	NA	2	1	NA	7
ENG 100 (Standalone)	15	3	29	8	12	15	NA	82
ENG 106	NA	NA	NA	NA	6	NA	NA	6
Grand Total	26	4	40	10	30	22	1	132

Percentage	20%	2%	30%	8%	23%	17%	0%	100%

The top three reasons students failed were they stopped submitting assignments (30%), limited class participation (23%), and inadequate basic writing skills (20%).

The remaining 197 students evaluated were scored by a rubric examining five major categories in the written communication ISLO: *Content/Purpose*, *Content Development*, *Genre/Discipline Conventions*, *Sources/Evidence,* and *Syntax/Mechanics* (Table 3). A rubric score of 2, 3, or 4 was considered a passing grade (Table 3).

Table 3. Student Scores as Compared by Category

Students earning a score of 2 or higher are considered to have met the ISLO.					
	Context/ Purpose	Content Development	Genre/Discipline Conventions	Sources/Evidence	Syntax/Mechanics
Rubric Score 1	0	3	5	0	5
Rubric Score 2	25	42	31	43	59
Rubric Score 3	89	84	91	86	65
Rubric Score 4	83	68	70	68	68
Passing Students Total	197	197	197	197	197

Overall, students who earn a C or higher in ENG 100 seem to do well in the first two rubric categories (Context/Purpose and Content Development) and have the most difficulty in the areas of Sources/Evidence and Syntax/Mechanics. This result is unsurprising as most students begin college with sub-optimal Syntax/ Mechanics skills, and more instructional time is needed to develop the college-level reading and information literacy skills in the area of Sources/Evidence. This result lends support to the notion that a dedicated course (such as ENG 102) would benefit many students by providing them with targeted instruction in these essential skills.

The English faculty discussed these data findings and determined that the following action plan should be considered to mitigate the written communication ISLO outcomes (see Table 4).

Table 4. Written Communication Action Plan from the 2021-2022 AY

Action Plan	Response/Actions taken
1. Consider adding a dedicated course to the curriculum (such as ENG 102)	1. An additional required course would allow for targeted instruction in the areas that students find challenging, such as with literary skills displayed in the Sources/Evidence and Syntax/Mechanics categories.
2. Address ways to alleviate student failures by encouraging students to submit assignments and improve basic writing skills	2. Develop specific strategies to provide more writing skills support in ENG 100S classes.

Oral Communication Methodology

Current data methods. Two speech communication courses were assessed for the 2024-2025 academic year: SP 151 (*Personal and Public Speaking*) and SP 251 (*Principles of Effective Public Speaking*). Forty-three (n=43) students were evaluated for SP 151 in three different modalities: 17 students were in the asynchronous online course, 13 students were taught Face-to-Face (F2F) in the Early College course,

and 13 students were in a hybrid (both online and on ground) format. For SP 251 there were 13 students who were in the asynchronous online course (n=12). In the 2024-2025 AY there were 55 students (N=55) who took either SP 151 or SP 251.

Previous data methods. In the AY 2021-2022 report, the fall 2021 semester saw 79.4% of asynchronous students received a grade of C or higher in SP 151, while 81.4% of synchronous students also passed. The difference between asynchronous vs. synchronous approaches appeared negligible. There was one section of SP 251 offered for 11 students, and there was a 100% success rate (see Table 5).

Table 5. Pass/Fails Rates for SP151 & SP251 for AY 2021-2022

Course	Pass ISLO: Speaking	Fail ISLO: Speaking	Pass ISLO: Listening	Fail ISLO: Listening
SP 151	100	15	98	17
SP 251	11	0	11	0

One reason these online classes were successful was the incorporation of *GoReact*, a peer feedback technology that allows for asynchronous learning while enhancing the overall learning experience. Conversely, the reason students failed was not due to technology or curricular issues, but because they stopped submitting assignments. There were no student withdrawals.

Spring 2022 yielded similar results to fall 2021, where 78.6% of synchronous students received a grade of C or higher, compared with 83.3% of asynchronous students who passed. The reason that students failed was identical to the fall semester failures; they stopped submitting assignments or no longer attended class. No students withdrew from the courses.

Reviewing the 2021/2022 academic year as a whole, it appeared that more students took Speech courses synchronously (80 students in eight sections across two courses), yet class sizes were larger in sections offered asynchronously (46 students in three sections). Success rates in SP 151 are marginally lower in synchronous classes (79.7% passing) than in asynchronous classes (80.4%) though not statistically different.

Table 6. Oral Communication Action Plan from the 2021-2022 AY

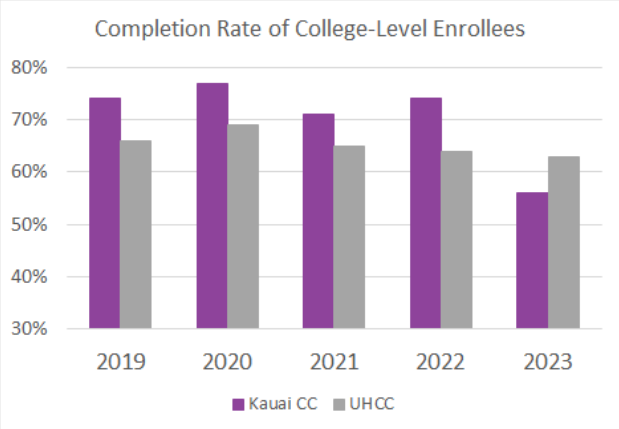
Action Plan	Response/Actions taken
1. Refine data collection and develop specific action plans based on those analyses	1. Translate data analysis into concrete action plans to address identified areas of concern and improve student learning outcomes. Gather more detailed data such as student grades to see if further correlations exist.
2. Address student success to investigate reasons for student attrition	2. Develop specific strategies to improve student engagement and retention, such as early intervention, peer mentoring, and flexible learning options, to improve student engagement and retention
3. Curricular refinement based on data analysis and student feedback	3. Regularly review and update the curriculum to ensure it remains current, relevant, and effective. Incorporate or continue to incorporate innovative teaching methods, such as project-based learning, and use of technology such as *GoReact* for peer feedback

Symbolic Reasoning Methodology

Current data methods. Three math courses were assessed for the 2024-2025 academic year: Math 100 (*Survey of Mathematics*), Math 103 (*College Algebra*), and Math 115 (*Introduction to Statistics and Probability*). The faculty also chose to focus on courses offered to degree-seeking Kaua'i CC students (N=54) rather than Early College students (who are dual credit, high school students that earn college credits).

Previous data methods. In Spring 2022, 83% of students who were assessed met ISLO 3. In addition to examining assessment data , the faculty also explored the completion rates of students who enrolled from 2019-2023:

Chart 1. Completion Rates of First Year Math Students from 2019-2023



This graph shows that in four of the five years reported, Kaua'i CC was well above the UHCC (University of Hawai'i Community College) average for completion rate of students who did enroll in college level math courses in their first year. Notably, there was a dip in completion rate for the fall 2023 cohort.

Proposed goal: 75%

Kaua'i CC course success data from fall 2019-2022 was 6-10% higher than the overall UHCC success data for this group of students. While there is still room for improvement, consistently having success rates above 70% for these courses shows students who enroll have a good chance of success. Table 7 describes the Symbolic Reasoning action plan:

Table 7. Symbolic Reasoning Action Plan from the 2021-2022 AY

Action Plan	Response/Actions taken
1. Automate an early alert system for students who are high risk for failure or dropping out early in the semester	1. Faculty were unable to set automatic alerts in the online gradebook. Instead, embedded tutors scan rosters after each class and alert faculty as soon as a student has more than one absence. Created a template for attendance tracking and shared with all math faculty making this easier to monitor.
2. Revisit assessments to see if these were authentic ways to assess student success	2. The goal is to measure whether these students earned credit for a college-level math course by the end of their first year. Examining these data allows faculty to determine where they are performing well, where they are falling short, and how faculty can make targeted improvements.
3. Meet with UHCC math system instructors to determine whether the system has authentic assessments for these 100-level entry courses	3. Not done yet.

Data Analysis

The Data Analysis section examines the current ISLO assessment in the AY 2024-2025, followed by Recommendations and a Summary.

Data Analysis for Written Communication

The number of students in fall 2024 (132) is much smaller overall than those in fall 2021 (213 students). The highest pass rates are seen in the standalone ENG 100 sections (92.7%), especially in the Early College (EC) F2F-taught sections subset (95%) compared to the "regular college" subset (86.6%). This is unsurprising since the overall numbers are higher and students considered "college ready" are placed into these courses (Table 8).

In addition, the high schools customarily remove students struggling in the Early College sections. This is much higher than the fall 2021 pass rates for standalone ENG 100 sections, which were 55% (See Table 8). Data about pass rates in accelerated (co-requisite) ENG 100 sections is inconclusive, as it was when last assessed in fall 2021, because of the small numbers. In fall 2024, 68.2% of students in the ENG 100/100S section were successful, compared to the overall 32% pass rate for 100/100S sections in fall 2021.

Table 8. Students Enrolled in ENG 100 in AY 2024-2025

Course	*Course Modality*	*Outcome (P/F)*	*Count*
ENG 100 (Accelerated)	F2F	Fail	4
		Pass	18
	F2F Total		22
ENG 100 (Accelerated) Total			22
ENG 100 (Early College)	F2F	Pass	79
		Withdrawn	1
	F2F Total		80
ENG 100 (Early College) Total			80
ENG 100 (Standalone)	8-week accelerated	Fail	3
		Pass	12
	8-week accelerated Total		15
	Asynchronous	Fail	1
		Pass	14
	Asynchronous Total		15
ENG 100 (Standalone) Total			30

The English faculty, the Assessment Committee Chair, the Curriculum Committee Chair, and the Academic Dean provided their comments when viewing these data results, acknowledging that the high pass rates may have been due to a variety of factors: (1) The Early College (EC) high school would constantly examine and evaluate the student's progress in the courses, withdrawing those students that were not passing the course; (2) the EC high school co-teacher was present in the classroom to answer the HS students' questions when the Kaua'i CC faculty was not onsite; (3) the EC class functioned as a

cohort, which aided in creating a supportive environment; and (4) having a F2F modality might help to increase pass rates. The data indicates that 99% of EC F2F students succeeded in passing ENG 100.

The faculty also examined the five categories previously examined in AY 2021-2022 (see Table 3 for review). Rather than providing raw scores as in Table 3, Table 9 presented averages in the five categories for the various ENG 100 modalities.

Table 9. Student Averages as Compared With ENG 100 Categories

This data includes all students registered in ENG 100. In each category, students earning a score of 2 or higher are considered to have met the ISLO's benchmarks.

Course	*Course Modality*	Ave. of Context/ Purpose	Ave. of Content Development	Ave. of Genre/ Discipline Conv.	Ave. of Sources/ Evidence	Ave. of Syntax/ Mechanics
ENG 100 (Accelerated)	F2F	2.94	3.11	3.22	2.94	3.06
ENG 100 (Accelerated) Total		2.94	3.11	3.22	2.94	3.06
ENG 100 (Early College)	F2F	3.24	3.13	3.10	3.04	3.25
ENG 100 (Early College) Total		3.24	3.13	3.10	3.04	3.25
ENG 100 (Standalone)	8-week accelerated	2.75	2.75	2.75	2.75	2.75
	Asynchronous	3.60	3.60	3.60	3.60	3.6
ENG 100 (Standalone) Total		3.22	3.22	3.22	3.22	3.22
Grand Total		**3.19**	**3.14**	**3.14**	**3.06**	**3.216**

As noted in Table 9, students earning a score of 2 or higher are considered to have met the ISLO's benchmarks. Students met or exceeded the average for all categories. Students who self-selected for the intensive eight-week standalone ENG 100 course had the lowest scores overall, the opposite result from the fall 2021 assessment, in which students in the five-week section achieved the highest average scores in all rubric criteria. In fall 2021, the greatest difference in rubric scores between accelerated and college-ready students was in the Genre/Discipline Conventions and Sources/Evidence categories, while in fall 2024, the margins of difference were much smaller and were observed in the Context/Purpose and Sources/Evidence categories.

The asynchronous course average scored highest in all categories. The data were not clear on the instructor's interaction with the students, the design of the course, and other variables. It would be worth investigating whether this curricular success could be replicated in other courses and modalities, or whether this was a unique circumstance. If the asynchronous model can be successfully replicated, it might effectively "close the loop" by raising scores in these categories.

Table 10. Comparison of Grades With ENG 100 Categories

Outcome (P/F)	*Final Grade*	Student Count	Ave. of Context/ Purpose	Ave. of Content Development	Ave. of Genre/ Discipline Conv.	Average of Sources/ Evidence	Average of Syntax/ Mechanics
Fail	F	5.0	3.0	3.0	3.0	3.0	3
	IF	3.0	NA	NA	NA	NA	NA
Fail Total		8.0	3.0	3.0	3.0	3.0	3
Pass	A	59.0	3.8	3.7	3.8	3.7	3.87
	B	27.0	3.1	3.0	3.1	2.9	3.2
	C	30.0	2.3	2.4	2.2	2.2	2.4
	D	7.0	2.3	2.1	2.4	2.1	2.4
Pass Total		123.0	3.2	3.2	3.2	3.1	3.2
Withdrawn	W	1.0	1.0	1.0	1.0	1.0	1
Withdrawn Total		1.0	1.0	1.0	1.0	1.0	1
Grand Total		**132.0**	**3.2**	**3.1**	**3.1**	**3.1**	**3.216**

Overall averages indicate that students who earn high grades earn higher scores in each of the rubric categories. These data suggest that the final grades issued to students are aligned with the assessment of their learning. Students who earn a C or higher in ENG 100 seem to perform consistently across each rubric category. As observed in the fall 2021 assessment, students at all performance levels have the most difficulty in the areas of Sources/Evidence, continuing to support the notion that more time in college doing college-level research is needed to develop reading and information literacy skills. A dedicated course, or a two-semester FW requirement, would benefit many students by providing them with targeted instruction in these essential skills.

Table 11. Written Communication Action Plan from the 2024-2025 AY

Action Plan	Response/Actions taken
1. Consider adding a dedicated course to the curriculum (such as ENG 102)	1. This item is identical to the action identified in the 2021-2022 report. It has not yet been incorporated into the Kaua'i CC English curriculum. English faculty from across the system met on Friday, 2/28. Revising placement measures, reviewing alignment, and discussing co-req models were the subjects of faculty conversations. Systemwide discussion on adding a dedicated course to the curriculum is ongoing.
2. Address ways to alleviate student failures by encouraging students to submit assignments and improve basic writing skills	2. Develop specific strategies to provide more writing skills support in ENG 100 classes. The faculty discussed establishing an Early Alert System (EAS) which identifies students who missed a deadline for submission. This early alert system may exist in the new Learning Management System, or Kaua'i CC could consider adopting *GradesFirst*, which is a University of Hawai'i at Mānoa EAS used for retention and persistence of struggling student-athletes (See Early Alert:). Early College students have resource teachers who support Kaua'i CC instructors by encouraging these high school students to submit assignments on time. Kaua'i CC counselors are also available to provide advocacy and support to Kaua'i CC students through the **Kīpaipai** program (Kīpaipai Program | Kauai Community College), helping "...students succeed academically and personally through a comprehensive set of activities, courses, and one-on-one support" (para. 1).

	Basic writing skills are not only addressed through instructor's office hours, but through the Academic Support Center at Kaua'i CC (Academic Support Center | Kauai Community College). Their "...goal is to help students at Kaua'i Community College succeed by providing exceptional academic coaching and support" (para. 1). Even with these (and other) student success services, students will disengage from the learning process and need to be encouraged by professors, counselors, resource teachers, Kīpaipai advocates, and librarians. Good progress has been made, but more work needs to be done in reaching out to high risk students before they fail courses or stop out of college.
3. Research and incorporate "best practices" to ensure a college-wide process to augment written communication ISLO benchmarks.	As noted in Table 6, courses that exhibit exemplary outcomes should be studied to determine whether any common practices or procedures could be adopted across the curriculum, such as instructor's interaction with the students, the design of the course, and other variables. If this curricular success could be replicated in other courses and modalities, then these "best practices" could be successfully replicated, effectively "closing the loop" by raising scores in these four categories.

Data Analysis for Oral Communication

Forty-three (43) students enrolled in SP 151 (*Personal and Public Speaking*). Forty (40) students passed, with 14 in the asynchronous online course, 13 in the EC course, and 13 in the Hybrid (online and F2F) course. There was a 93% success rate in these three modalities, with a 7% failure rate (Table 12). All of the three students who were unsuccessful in SP 151 were in an asynchronous section.

Twelve students enrolled in SP 251 (*Principles of Effective Public Speaking*), with eight students out of 12 passing, for a 67% completion rate. The four students who failed the course were unsuccessful because they stopped submitting assignments (a 33% failure rate). There were no student withdrawals.

Table 12. Pass/Fails Rates for SP151 & SP251 for AY 2024-2025

Oral Communication Pass/Fail							
	Course:						
	SP 151			SP 151 Total	SP 251	SP 251 Total	Grand Total
Course Modality:	Asynchronous	Early College	Hybrid		Asynchronous		
Fail Total	3	NA	NA	3	4	4	7
Pass Total	14	13	13	40	8	8	48
Grand Total	**17**	**13**	**13**	**43**	**12**	**12**	**55**

Note: NA=Not Applicable

Table 13. Oral Communication Action Plan for the 2024-2025 AY

Action Plan	Response/Actions taken
1. Refine data collection and develop specific action plans based on those analyses.	1. One specific area where the speech communication faculty closed the loop was in the *chunking of content*. Feedback from students in the GoReact program, recommended a redesign to utilize the chunking method, presenting the material in manageable segments. Students also recommended that repetition was useful for practicing oral communication through video recordings, utilizing peer rubrics, and student-to-student evaluation of each other's work. These action plans were

	formulated by student feedback, closing the loop on the action plan initiated in AY 2021-2022.
2. Address student success to investigate reasons for student attrition.	2. Although the instructor and classmates can provide encouragement and support to the students, developing self-confidence in oral communication is paramount to success. One of the specific strategies to improve student engagement and retention was through the *online practice module*, which provides comprehensive practice opportunities allowing students to record and review their speeches and identify areas for improvement. This reflective practice helps to build confidence and refine the student's speaking ability.
3. Curricular refinement based on data analysis and student feedback.	3. Faculty are exploring and incorporating innovative teaching methods, such as project-based learning, the use of technology (such as *GoReact*), and exploring other ways to enhance student engagement and learning.

Data Analysis for Symbolic Reasoning

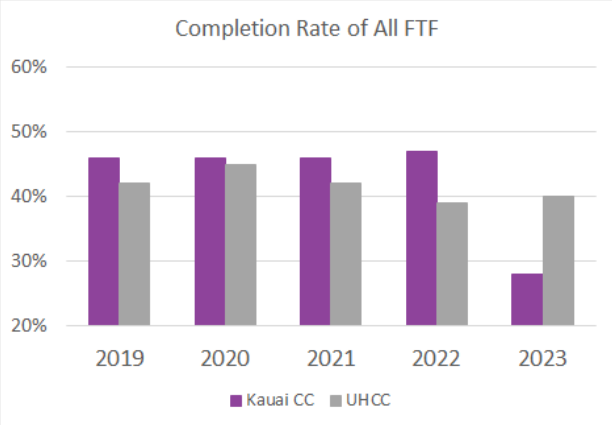
The Math faculty responsible for assessing ISLO 3 found that 83% of students who were assessed met the outcomes, surpassing our benchmark of 70%. (Math Assessment Narrative, ISLO 3 & UHCC success data). The high assessment outcomes demonstrate that instructors are doing an excellent job teaching the students in math courses. Once at-risk students are identified, faculty proactively launch support procedures that increase student success in their classes. These supports include providing embedded tutors in math classes, contacting students at the first sign of struggle, and reaching out to student support staff, including the Wai'ale'ale Project (Wai'ale'ale Project | Kauai Community College) and Kīpaipai Program (Kīpaipai Program | Kauai Community College) on behalf of students of concern. Instructors report that the students who do not meet the assessment benchmark attempt very little, if any, of the coursework, despite multiple offers of learning support. In short, students who are attempting the coursework are succeeding in meeting the institutional outcome.

Despite these faculty and staff interventions, the fall 2023 cohort completion data (which includes F23 and S24 courses) were unusually low. Contributing factors may be course offerings. In fall 2023, Kaua'i CC offered F2F Math 103 without the co-requisite support course Math 88, and offered online asynchronous Math 100 and 115 in addition to F2F Math 100 and 115. In spring 2024, the college offered Math 88 along with Math 103, and offered online asynchronous Math 100 and 115 in addition to F2F Math 100. These were more online offerings than usual, and perhaps these offerings were not as successful for first-time freshmen. The math faculty considered this drop in completion rates to be an outlier rather than a downward trend.

The following overall Completion Rate will be used in UHCC's 2024-2029 Performance Funding report (see First Year Math Completion, UHCC) and was the database used for this ISLO report. The complete dataset was last updated on 11/25/24 (1/6/25 Data discussion First Year Math Completion, UHCC).

Chart 2 was derived from the UHCC First Year Math Completion dataset. This graph shows the overall completion rate for first-time freshmen. In four of the five years reported, Kaua'i CC was above the UHCC average for the completion rate of college level math for first year freshmen. In 2023, there was a decline in the course completion metric for fall 2023. As previously mentioned, math faculty will examine the fall 2024 data once it is released by UHCC to determine if any trends emerge.

Chart 2. Overall Completion Rates of First Time Freshmen AY 2019-2023



The action plan for the 2024-2025 Symbolic Reasoning program is presented below:

Table 14. Symbolic Reasoning Action Plan for the 2024-2025 AY

Action Plan	Response/Actions taken
1. Math faculty will meet with academic advisors and student support programs to discuss the importance of getting students enrolled in math courses during their first year.	1.Share that success in first year math is tied to 2024-2029 Performance Funding (5% weight) ● Discuss taking math in 1st year with Waiʻaleʻale Project and Kīpaipai Program. Explore ways to provide additional support to these students ○ Previously, Waiʻaleʻale Project embedded a "Success Coach" in math classes, which was particularly effective at encouraging student enrollment and success
2. Continue to implement proactive support strategies including providing embedded tutors, contacting students at the first sign of struggle, reaching out to student support services on behalf of students of concern to continue to maintain high course success rates	2. Advocate for continued funding for embedded tutors ● Share best practices for use of embedded tutors among math faculty
3. Continue providing workbooks (Coursepacks) to students free of charge. This ensures all students are equipped to learn on day one, allows faculty to use class time more effectively and helps students stay organized and focused during class.	3. Continue as noted
4. Increase offerings of pre-req and co-req courses, such as Math 75X and Math 88, that support success in College Level Math	4. Explore incentives to get students to enroll in coreq support courses ● Discuss whether a coreq option for Math 100 and Math 115 is needed

5. Ensure math classes are offered in modalities that are most successful for KauCC students	5. As noted
6. Explore cohort or complementary scheduling (similar to STEM cohort or Liberal Arts cohort that we offered in 2019-2020)	6. As noted
7. Work closely with ASNS advisor and Program Coordinator to get ASNS and other STEM students in vital math courses early and monitor progress	7. As noted

Recommendations

Recommendations for Written Communication

The recommendations for the Written Communication ISLO are consistent with the action plan for 2024-2025:

Table 15. Written Communication Recommendations for the 2024-2025 AY

Recommendations	Response/Actions taken
1. Consider adding a dedicated course to the curriculum (such as ENG 102).	1. This item is identical to the action identified in the 2021-2022 report. It has not yet been incorporated into the Kaua'i CC English curriculum. However, in March 2025 the English faculty of the UHCC System will convene to discuss this and other solutions to address targeted instruction in the areas that students find most challenging, such as in the Sources/Evidence and Syntax/Mechanics categories with the goal of "closing the loop" in this area. The recommendation is to dialog with colleagues around the UHCC System about increasing the completion rates for this ISLO, and agreeing on an action plan that utilizes SMART (*Specific*, *Measurable*, *Appropriate, Relevant,* and *Timely*) goals for integration throughout the system.
2. Address ways to alleviate student failures by encouraging students to submit assignments and improve basic writing skills.	2. Develop specific strategies to provide more writing skills support in ENG 100 classes. The faculty discussed establishing an Early Alert System (EAS) which identifies students who missed a deadline for submission. This early alert system may exist in the new Learning Management System, or Kaua'i CC could consider adopting *GradesFirst*, which is a University of Hawai'i at Manoa EAS used for retention and persistence of struggling student-athletes (See Early Alert:). Early College students have resource teachers who support Kaua'i CC instructors by encouraging these high school students to submit assignments on time. Kaua'i CC counselors are also available to provide advocacy and support to Kaua'i CC students through the **Kīpaipai** program (Kīpaipai Program | Kauai Community College), helping "...students succeed academically and personally through a comprehensive set of activities, courses and one-on-one support" (para. 1).

	Basic writing skills are not only addressed through the instructor's office hours, but through the Academic Support Center at Kaua'i CC (Academic Support Center | Kauai Community College). Their "...goal is to help students at Kaua'i Community College succeed by providing exceptional academic coaching and support" (para. 1). Even with these (and other) student success services, students will disengage from the learning process and need to be encouraged by professors, counselors, resource teachers, Kīpaipai advocates, and librarians. Good progress has been made, but more work needs to be done in reaching out to high-risk students before they fail courses or stop out of college. Again, SMART goals are warranted for successful execution.
3. Research and incorporate "best practices" to ensure a college-wide process to augment written communication ISLO benchmarks.	As noted in Table 9, courses that exhibit exemplary outcomes should be studied to determine whether any common practices or procedures could be adopted across the curriculum, such as instructors' interaction with the students, the design of the course, and other variables. If this curricular success could be replicated in other courses and modalities, then these "best practices" could be successfully replicated, effectively "closing the loop" by raising scores in these five categories.

Recommendations for Oral Communication

The recommendations for the Oral Communication ISLO are consistent with the action plan for 2024-2025:

Table 16. Oral Communication Recommendations for the 2024-2025 AY

Recommendations	Response/Actions taken
1. Continue refining data collection and developing specific action plans based on those analyses.	1. Maintaining a data-driven approach addresses the continuous improvement and academic excellence pursuit of the oral communication faculty. The faculty recommended the gathering of detailed and accurate data such as student grades to identify areas of concern and to improve student learning outcomes.
2. Address student success to investigate reasons for student attrition.	2. The oral communication faculty have a practice of improving student engagement and retention through such innovations of the *online practice module*, whose intention was to provide practice opportunities for students to record and review their speeches and identify areas for improvement. The oral communication instructors are continuously looking to implement early intervention strategies, peer mentoring, and flexible learning outcomes to counteract student attrition.
3. Curricular refinement based on data analysis and student feedback.	3. Faculty are exploring and incorporating innovative teaching methods, such as project-based learning, the use of technology (such as *GoReact*), and exploring other ways to enhance student engagement and learning.

Recommendations for Symbolic Reasoning

The recommendations for the Symbolic Reasoning ISLO are consistent with the action plan for 2024-2025:

Table 17. Symbolic Reasoning Recommendations for the 2024-2025 AY

Recommendations	Response/Actions taken

1. For both ISLO and PSLO purposes, we recommend to assess these courses in the fall rather than the spring as enrollment in these courses in fall is much higher.	1. As noted
2. Change the wording of ISLO 3 from symbolic reasoning to quantitative reasoning to mirror the system-wide change in our Foundations requirement wording.	2. The changes are underlined below: Quantitative Reasoning: Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues. Quantitative Reasoning – also known as symbolic reasoning – is the ability to reason logically and solve quantitative problems from a wide array of authentic contexts and everyday life situations. It also involves understanding, creating, and communicating arguments supported by quantitative evidence in a variety of formats (using words, tables, graphs, diagrams, mathematical equations, etc., as appropriate). All students receive instruction in logical and/or mathematical reasoning and have the opportunity to develop competency and comfort in working with numerical data.

Review of ISLOs

The Vice Chancellor for Academic Affairs (VCAA) presented the Assessment Committee with a draft *Review of the ISLO*s on March 10, 2025, for consultation, input, and towards an agreed, final endorsement for implementation AY 2025-2026. The Assessment Committee recommendations were incorporated. The college will be accountable to the revised ACCJC Standards 2024 with the conclusion of this latest Institutional Self-evaluation Report (ISER) which was aligned with the ACCJC Standards 2014. The changes proposed here align the college's ISLOs to the revised *Standard 2: Student Success* and specifically Standard 2.3. On March 11, 2025, this report and recommended ISLO changes were shared with the College Cabinet for input and endorsement. The VCAA and deans will meet with all program coordinators in April 2025 to discuss adopted changes, update PSLO alignments, and create a preliminary assessment plan/process for next year's ISLO assessment.

ACCJC Standards

ACCJC Standards (2014): ACCJC Standard II.A.11 (Standard II.A. Instructional Programs)
The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

***ACCJC Standards 2024*: ACCJC Standard 2.3 (Student Success)**
All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Eligibility Requirement 12 (ER 12)

General Education: The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education.

Table 18. Proposed ISLO changes and rationale for implementation AY 2025-2026.

	Current ISLOs	ACCJC Equivalent	Proposed Change	Rationale
1.	Written Communication	Communication	**Communication**	Aligns with ACCJC Standards 2024, Standard 2.3. On March 10, 2025, the Assessment Committee recommended these two, separate ISLOs be combined as Communication. This change further aligns with the ACCJC Standards and results in six total ISLOs for which two can be reasonably, annually assessed. Proposed changes were discussed with written and oral communication leads for endorsement.
2.	Oral Communication	Communication		

	Current ISLOs	ACCJC Equivalent	Proposed Change	Rationale
3.	Symbolic Reasoning	Quantitative Reasoning	**Quantitative Reasoning**	Change will mirror system-wide change to the Foundations requirement wording, ACCJC Standard 2.3 (2024 Standards), and with the mathematics discipline recommendation justified within this report. Change the current ISLO of *Symbolic Reasoning*: *Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues* to *Quantitative Reasoning: Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.* The more detailed explanation of quantitative reasoning is provided here: *Quantitative Reasoning – also known as symbolic reasoning – is the ability to reason logically and solve quantitative problems from a wide array of authentic contexts and everyday life situations. It also involves understanding, creating, and communicating arguments supported by quantitative evidence in a variety of formats (using words, tables, graphs, diagrams, mathematical equations, etc., as appropriate). All students receive instruction in logical and/or mathematical reasoning and have the opportunity to develop competency and comfort in working with numerical data.*
4.	Integrative Thinking	Critical Thinking	**Critical Thinking**	Aligns to ACCJC Standard 2.3 (2024) and minimizes confusion or the need for a crosswalk. Critical thinking is *a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion* [AAC&U VALUE Rubrics].
5.	**Information Literacy**	Information Literacy	None/Retain	Aligns with ACCJC Standards 2024, Standard 2.3.

	Current ISLOs	ACCJC Equivalent	Proposed Change	Rationale
6.	Technological Competency	NA	NA	**Eliminate**. Each program provides within its curriculum necessary and appropriate technological skills and competencies by ensuring students are able to identify, allocate, and utilize technological resources effectively as applicable to their field of study. Technological Competency is not explicitly required by ACCJC Standard 2.3. There are too many ISLOs for effective institutional assessment.
7.	Teamwork	NA	NA	**Eliminate**. There is not a common general education class in which this Teamwork can be broadly and readily assessed. Each program provides within its curriculum necessary and appropriate teamwork skills and competencies by ensuring students are able to participate proactively and interact cooperatively and collaboratively. Teamwork is not explicitly required by ACCJC Standard 2.3 and there are too many ISLOs for effective institutional assessment.
8.	Respect for Diversity [removed from website pending endorsement of changes]	Engage with Diverse Perspectives	**Engage with Multiple Perspectives**	Respect is difficult to measure. With the current executive orders and lacking clarity on the contexts in which application is permissible, this ISLO was removed from the website. ACCJC Standard 2.3 (2024) includes "the ability to engage with diverse perspectives". To avoid distractions from the intentions of this learning outcome by using the term "diversity" it is recommended to change this ISLO to, *Engage with Multiple Perspectives*. Finally, Engagement is more readily measurable/quantifiable than respect.
9.	Ethics	Ethical Reasoning	NA	**Eliminate**. Ethical reasoning is not explicitly stated in ACCJC Standards 2024, Standard 2.3. Assessing this learning outcome at the institutional level is problematic.
Add The Following ISLO				

	Current ISLOs	ACCJC Equivalent	Proposed Change	Rationale
1.	NA	Civic Responsibility	**Civic Responsibility**	Aligns with ACCJC Standards 2024, Standard 2.3 and would ensure standard compliance and accountability. *Civic responsibility: Demonstrate knowledge, skills, and ability to make a difference in the civic life of the community. Civic responsibility involves preparing graduates for their public lives as citizens, members of communities, and professionals in society* [AAC&U VALUE Rubrics].

Recommended ISLOs for Implementation AY 2025-2026

1. Communication
2. Quantitative Reasoning
3. Critical Thinking
4. Information Literacy
5. Engage with Multiple Perspectives
6. Civic Responsibility

Cycle for ISLO Assessment

A three-year ISLO assessment cycle is recommended. Timely for the college, due to the current, polarized landscape, is a focus on *civic responsibility* and *engagement with multiple perspectives* as we head into the next AY. The academic administration will work with faculty members to set a concrete assessment plan for the four ISLOs not assessed on this current 2024-2025 AY. To facilitate assessment, the Assessment Committee recommended the college create rubrics for *Civic Responsibility* and *Engage with Multiple Perspectives* on the front end this spring-summer semesters. The rubrics can then be integrated into Lamakū for application by program coordinators and/or relevant faculties during the fall 2025 semester (data collection). The college's *Welcome Back Weeks* should be used for formulating assessment plans and engaging relevant faculties (fall) and for review of data and robust dialogue (spring).

Table 19. Three-year ISLO assessment cycle starting AY 2025-2026.

		Three-Year ISLO Assessment Cycle		
AY 2024-2025		**AY 2025-2026**	**AY 2026-2027**	**AY 2027-2028**
Written Communication		Civic Responsibility	Critical Thinking	Communication
Oral Communication		Engage with Multiple Perspectives	Information Literacy	Quantitative Reasoning
Symbolic Reasoning				

Summary

Three consistent themes emerged in this report. The first theme was ***to utilize a data-driven approach to address continuous improvement and academic excellence in the written communication, oral communication, and symbolic reasoning ISLOs***. Each discipline assessed their ISLO data in their manner. The math faculty used UHCC System data to form their continuous improvement strategies. The written communication English faculty used internal Kaua'i CC data to determine the success of each of the five major categories in the written communication ISLO: *Content/Purpose*, *Content Development*, *Genre/Discipline Conventions*, *Sources/Evidence,* and *Syntax/Mechanics*. And the oral communication speech faculty received feedback from students in the *GoReact* program, redesigning their curriculum to utilize the *chunking method*, incorporating repetition opportunities for practicing oral communication, and deploying student-to-student evaluation of each other's work. These action plans were formulated by student feedback, closing the loop on their action plans in AY 2021-2022, and AY 2024-2025. Although each discipline chose different approaches to obtain and apply the data, they all utilized institutional knowledge for continuous improvement.

The second theme was to ***investigate reasons for student attrition and address any deficiencies of student success.*** All three disciplines discovered that the students who stayed engaged in the course materials were able to pass the class. The written communication instructors recommended that students should be directed to the many resources available to them, such as academic support services, Kīpaipai and Wai'ale'ale counselors, librarians, Early College (EC) resource teachers, and instructors. Faculty also discussed the incorporation of an Early Alert system, which would identify the high-risk students at the beginning of the school year to allow for mitigation to occur. All faculty agreed that one key factor for failure was when students disengaged from the classroom, so any system that would alert the professor of struggling students would allow for timely intervention.

The last theme mentioned ***finding reasonable, academic solutions to create a successful experience for the Kaua'i CC student***, whether the student is admitted to Kaua'i CC, was an EC learner, or a collegiate from a neighboring island. It is important, as academicians, to provide life-changing experiences for each student, nurturing them along their pathway for growth. This is solidified through the Kaua'i CC mission statement.

Finally, the college has completed an ISLOs evaluation process with the following ISLOs to be implemented for the upcoming academic year. Discussions also occurred for improving the ISLO assessment process itself with more direct collaboration with program coordinators.

ISLOs for Implementation AY 2025-2026

1. Communication
2. Quantitative Reasoning
3. Critical Thinking
4. Information Literacy
5. Engage with Multiple Perspectives
6. Civic Responsibility

These six ISLOs will be assessed over a three-year period (assessment cycle).