

**HAWAI'I COMMUNITY COLLEGE
PROGRAM COMPREHENSIVE 3-YEAR REVIEW**

LIBERAL ARTS

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**Review Period
July 1, 2012 to June 30, 2015
AY 2012-13, AY 2013-14, and AY2014-15**

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>

PART I: ANALYSIS OF PROGRAM

Narrative

The Liberal Arts Program offers a two-year transfer degree consisting of 60 semester credits at the 100 and 200 levels. The Associate in Arts in Liberal Arts degree program is designed for students who are preparing to transfer to a four-year college or university in a variety of fields of study. The Liberal Arts Program supports the College's mission by offering a wide range of courses designed to help students achieve course, program and institutional learning outcomes and to provide a quality general education experience that fosters self-awareness and that emphasizes the breadth and interrelatedness of knowledge. Students completing the Associate of Arts degree are considered to have met the general education requirements at other UH campuses and to be well prepared for continuing study at the undergraduate level.

Program Mission

For the learner, the general education provided by the Liberal Arts program at Hawai'i Community College fosters self-awareness; broadens the understanding of an individual's role within communities and environments; supports cultural understanding; emphasizes the breadth and interconnectedness of knowledge; and creates a foundation for continued personal, intellectual and professional development.

The program is divided into four departments: English, Humanities, Math and Natural Science, and Social Science. The Department Chairs meet regularly to coordinate efforts and to ensure students are being prepared for success and progress toward completion. The program offers college-level courses designed to help students acquire the skills necessary to succeed in college and beyond. Additionally, faculty from the Liberal Arts areas of math and English instruct courses at the developmental level for students who do not place fully ready for college coursework. While these courses are not part of the AA degree per se, the curriculum and instruction in these courses are tied to preparation for success in college-level coursework and are offered by Liberal Arts faculty members and lecturers, impacting resources and assignments. The combination of required core courses and diversification of study across areas of content knowledge helps ensure that students acquire a broad base of understanding about themselves and the world through completion of the AA in Liberal Arts.

The degree requirements for the AA in Liberal Arts were changed substantially during the 2014-15 academic year, with a "slimmed down" AA enacted for fall 2015 based on recommendations of a Task Force convened in 2014. Under the new requirements, students have significantly more elective course options, fewer specifically required courses, and the core requirements for the degree now more closely align with those of other UHCC campuses. While deliberations about the changes to the degree requirements were lengthy and detailed, more work on refining details remains.

ARPD Indicators: Health Factors, Trends and Other Factors, Strengths and Weaknesses

The last Liberal Arts Comprehensive Review filed in November 2011 covered the period from July 2008 to June 2011. This review will look at data and trends from AY 12-13, 13-14 and 14-15 as prescribed, with AY 11-12 data added since they would not be covered in any comprehensive review otherwise.

Demand

During the period from 2011 (when the last Comprehensive Review of the Liberal Arts Program was completed) to May of 2015, significant changes have occurred. The number of majors swelled from 991 in AY 09-10 to 1,390 in AY 12-13. It has since dropped to 1,086 for the most recent year. This fluctuation in program enrollment moved the program from a consistently healthy status to cautionary in the past two years. That cautionary status is based solely on unhealthy diagnoses for demand in the past two years (AY 13-14 and 14-15) where enrolled majors have declined. The drop in program enrollment is significant and describes the “bubble” of enrollment growth seen from 2010 to 2015 across the UHCC system. During that same time, the overall enrollment at the College moved from 3,815 in fall 2010 to 3,186 in fall 2014, a 16.5% drop.

Several key indicators from the ARPD data may help describe this movement in more detail.

	10-11	11-12	12-13	13-14	14-15
Number of Majors	1093	1306	1390	1346	1086
% change in majors from previous year	10.3%	19.4%	6.4%	-3.1%	-19.3%
FTE Enrollment in Program Classes	965	1014	956	858	777

The data for the three years under review indicate that as precipitous a decline in program enrollment has occurred in the past three academic years as had occurred as program growth during the last review cycle. Since the 2010-2013 program swell, the number of students in the program has moved back toward a 2010 baseline overall.

The SSH of program majors in program classes increased from 13,878 in 10-11 to a high of 18,593 in 12-13, and dropped to the current 14,550 in AY 14-15. SSH for all program classes moved from 28,945 in AY 10-11 to a high of 30,409 in AY 11-12, to the current total of 23,309. Non-majors SSH moved from 15,067 in AY 10-11 to a low of 8,131 in AY 13-14, and is currently at 8,759. Clearly, an enrollment wave swept through the College in recent years,

perhaps dependent on the economy, and now this program is returning to more familiar levels of enrollment.

In general, the Liberal Arts Program is adjusting to a smaller enrollment, more reflective of the enrollment in 2010 and earlier, but the rate of adjustment is such that inefficiencies may occur more frequently in order to maintain program offerings and assist students on their paths to completion. If the program continues to offer all of its approved required and elective courses to fewer students overall, the net effect will be a less efficient system than what was being offered at peak enrollment. However, despite a 2014-15 unhealthy rating in Demand, the Liberal Arts Program has maintained healthy status in Efficiency and Effectiveness. The college personnel associated with the delivery of courses in the program of study have much more to do with these factors than they have control over Demand.

Efficiency and Effectiveness

Throughout AY 10-15, the Efficiency and Effectiveness measures of the ARPD have remained categorized as healthy. Despite that characterization, there are signs of stress in both measures. Average class sizes have dropped from 22.8 in AY 10-11 to a current 19.8. Fill rates have moved from 93% in AY 10-11 to a current 81.4%. BOR-appointed faculty positions have fallen from 33.1 in AY 10-11 to a current 26.7, having peaked at 42.8 in AY 11-12. Analytic FTE faculty moved only slightly from 47.3 in 10-11 to 43 in 14-15. The number of low enrolled classes (<10) has increased from 9 in AY 10-11 to 33 in AY 14-15. The program offered 469 total classes in AY 11-12 and offered 416 this past year. The trend indicates that the Liberal Arts program, while the program with the largest student population at the College, has suffered from significant fluctuation in enrollment and from limited capacity to meet enrollment shifts.

Despite these variations in size and response to size changes, the Effectiveness indicators for the program remain strong. The successful completion rate for classes has remained a relatively high 75% consistently. This compares favorably to other UHCC campuses. Fall to spring persistence averages 70%, fall to fall averages 46%. Unduplicated degree/certificate counts climbed from 132 to 287, exceeding the goal by as much as 122%. Transfers with degrees rose from 45 to 69, a 53% increase. And total transfers to a UH campus moved from 96 in AY 10-11 to a high of 140 in AY 13-14, and down to 126 for the current reporting year.

The striking rise in low enrolled courses in the past two years bears some additional scrutiny.

Data for low-enrolled courses by term are as follows:

Fall 2012: Five low enrolled courses: 1 HUM, 4 MNS

Spring 2013: 4 Low enrolled courses: 1 HUM, 3 MNS

Fall 2013: 16 low enrolled courses: 4 HUM, 2 ENG, 1 SS, 8 MNS

Spring 2014: 21 low enrolled courses: 5 HUM, 1 ENG, 3 SS, 12 MNS

Fall 2014: 10 low enrolled courses: 1 HUM, 1 ENG, 2 SS, 6 MNS

Spring 2015: 23 low enrolled courses: 8 HUM, 2 ENG, 2 SS, 11 MNS

Patterns tend to show more unpredictability in fill rates for spring courses when student enrollment is lower. Patterns also tend to show more low enrolled courses at West Hawai'i: West Hawai'i had 17 low enrolled classes last year, versus only 7 two years ago; this is reflective of the desire to offer a full array of courses to a smaller student population. More recently, the number of low enrolled courses in East Hawai'i has increased, while still a relatively small percent of overall class offerings.

The increase in low enrolled courses for 14-15, 33 total, represented 8% of all Liberal Arts classes offered (versus 2% in 12-13). West Hawai'i accounted for 88% of low enrolled courses in 12-13 and for only 52% in 14-15. Only 5 of all low enrolled courses were online courses over the past three years. Clearly, one of the responses needed is closer attention to low enrolled courses at the beginning of each semester as well as to retention in those courses.

Alignment with the College's Mission

Hawai'i Community College (HawaiiCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

The Liberal Arts program aligns with the mission of the College by offering a broad array of classes designed to promote student learning through a general education curriculum that emphasizes core learning related to acquiring and demonstrating communication skills, quantitative reasoning, and a sense of world cultures, as well as the application of specific areas of knowledge within widely recognized disciplines of Humanities, Natural Science, and Social Sciences. Additionally, graduation requires both a writing intensive course and a course or courses emphasizing Hawaiian, Asian and Pacific Culture. A Liberal Arts education prepares a student to be a life-long learner and a citizen of the planet, grounded in a sense of place. Students earning the AA in Liberal Arts attain a broad-based, solid foundation in key areas of learning widely accepted as appropriate to the first two years of a Bachelor's degree; as such, the Liberal Arts program aligns with the College mission and with the expectations of other colleges and universities, ensuring that the general education component for most areas of study will have been successfully completed in the process of attaining the AA degree at Hawai'i Community College.

Support for Institutional Learning Outcomes

The Liberal Arts program aligns to the College's Institutional Learning Outcomes (ILOs) and supports the achievement of these outcomes with specific requirements for students completing the program.

Through its emphasis on communication skills as part of the core requirements for the AA, the program clearly reflects the importance of ILO 1 addressing communication. English

composition, reading and speaking skills are all core requirements of the degree. The degree also requires at least one writing intensive course.

The ability to gather, evaluate and analyze information and to put information to use in decision making and problem solving, ILO 2, is described in the Program Learning Outcomes (PLOs) related to critical reading, critical thinking, and information competency, as well as in areas of knowledge. These abilities are also addressed in the core requirement related to quantitative reasoning and are reflected in the world cultures core requirement as well.

ILO 3 is related to developing the knowledge, skills and values to contribute to the community, and is reflected in PLOs related to self and community, cultural diversity and ethics.

Course Learning Outcomes for all classes offered relate to one or more Program Learning Outcomes and to one or more Institutional Learning Outcomes, and working on aligning these different outcomes has been a major focus of assessment efforts in the past two years. As the General Education Committee moves forward in its work, all PLOs for Liberal Arts will have courses GE designated that directly relate to one or more of the current General Education and Liberal Arts PLOs.

Alignment with 2008-2015 Hawai'i Community College Strategic Plan

The Strategic Action Plan in effect during the period of this review was approved in 2009 and designed to suggest actions through 2015 that would improve the ability of the College to achieve its mission and goals. It addressed five major outcomes: educational attainment for Native Hawaiians and increasing the educational capital of the state, developing a globally competitive workforce, contributing to the economy, improving Hawai'i's educational capital, and addressing resources and stewardship.

The Liberal Arts program contributed to the achievement of several of the goals of the Action Plan by increasing the number of students who entered the program and succeeded in it. Major grant initiatives supported the development of a Native Hawaiian support center and the development of a transfer success initiative specifically for Native Hawaiian students.

Program improvements in Liberal Arts addressing educational attainment of all students have included the following: increasing offerings at the branch campus in West Hawai'i, building capacity to work with the Hawai'i Department of Education and P-20, offering new and expanded courses within Liberal Arts departments, developing transfer degree pathways, and working cooperatively with other student support programs at the College to enhance the likelihood of student success.

Assessment Results

Assessment activity was vigorous throughout the period of this report.

PLO Assessments

In 2011, the AA Degree Program officially adopted the General Education Learning Outcomes as the AA Degree PLOs and set about developing a five-year assessment plan for all ten PLOs. Liberal Arts faculty began their work in 2012 with PLO 8, Self and Community. These assessment results were reported in the 2012 Annual Review.

In 2013, PLO 1, Communication, and PLO 9, Cultural Diversity, were assessed using 12 sections of four classes—ANTH 200, ASAN 120, HWST 107 and ENG 257E—with artifacts collected in spring 2013 and reviewed by a Department Assessment Committee. Assessment results were reported by Department, and its corresponding course, with 77% meeting expectations in Anthropology 200 sections, 92% meeting or exceeding in Hawaiian Studies 107, 42% meeting or exceeding expectations in English 257E, and 46% meeting or exceeding expectations in Asian Studies 120/121. Results of the assessment led to conversations in English and Asian Studies about altering instructional and assessment practice and collecting samples over multiple semesters to acquire an adequate pool from single or small sections.

In 2014, PHIL 101W was assessed to address PLO 10, Ethics. Nine 7-10 page papers were analyzed by a three-member scoring team using a three-point rubric of four indices. 88% of the papers met or exceeded expectations. However, the LBRT Department Chairs (DCs) concluded that the process used for assessing PLOs was inefficient and they suggested a change in model.

In 2014, the LBRT DCs tried a cross-disciplinary approach to assessment of PLO 1, Communication, collecting artifacts from 28 courses representative of all four Departments within the Division, and assessed 147 artifacts from these courses using a four-point rubric with multiple indices. A six-person team consisting of the 4 DCs, the WH Lead Faculty, and the Dean were the assessment committee. Expectations were that 70% of papers would receive a 3 or 4 on the 4-point scale for all classes and 80% for Writing Intensive courses in the pool. Only 59% of all papers received a 3 or 4 and only 70% of WI course papers received a 3 or 4. Results indicated a need to address issues of appropriate citation of source material and improvements in assignments to emphasize critical thinking about topics versus mere reportage of facts that can lead to concerns of plagiarism.

CLO Assessments

In addition to the courses listed above that were assessed during various PLO assessments, LBRT courses completed the course assessment process and filed assessment reports throughout the review period.

In 2014-15, for example, these included: Art 101*, ART 115*, ART 125*, ART 105B*, ART 202, ART 113, ECED 115, ASA 120, HAW 102, HAW 202, HIST 151*, HIST 152*, HWST 131, HWST 141*, HWST 151*, HWST 231*, HWST 100*, HWST 103*, HWST 104*, HWST 107, FIRE 207, FIRE 202, PHIL 100, PHIL 120 and ART 107*. (Asterisk indicates a closing the loop report was also filed.) Additionally, the following courses were reported as assessed but without filing of reports: FAMR 230, HD 234W, PSY 100W, PSY 170, PSY 275W, SOC 265 and WS 151W. Closing the Loop reports were also produced for ENG 100 and ENG 102 in

written report form, indicating the nature of the multi-year assessment process in which English faculty have been involved.

ENG 100 ASSESSMENT OVERVIEW: 2012-2015

The Writing faculty developed the assessment project as a means to 1) identify how well students were meeting Course Learning Outcomes in all section of ENG 100 at HawCC; 2) provide grade norming sessions for ENG 100 instructors, in order to ensure consistency of assessment across multiple sections of English 100; and 3) provide opportunities for writing instructors to discuss, share and improve course materials and teaching techniques.

The assessment project involved collaborative development of a key assignment and scoring rubric. The key assignment was designed to 1) address as many course learning outcomes as possible, 2) be thesis-based, and consist of at least 750 words, 3) use source material (selected by the student: i.e., researched) requiring citation, 4) be evaluated near the end of the course so that students have had the opportunity to acquire the skills that are the subject of the assessment, and 5) count for a significant portion of the grade. The scoring rubric was designed to reflect course outcomes and the characteristics of college level academic writing. Student artifacts were collected in 2012, were assessed, and discussed.

Resulting action items included a course modification to change course title, learning outcomes, course objectives, prerequisites, and recommended course preparation.

A follow-up assessment project was designed to assess two of the three new learning outcomes for ENG 100: (1) Compose college-level writing with a clear purpose, in a form appropriate to intended audiences, and (3) Document credible sources in accordance with an appropriate style guide—a particular area of weakness observed in the initial assessment. A key assignment was developed (a timed, text-based writing, done in class or online; administered sometime during the second half of the semester (week 8-to finals); worth a minimum of 10% of the course grade; length: 500-750 words) and artifacts were collected in Spring 2014.

Artifacts were assessed and discussed in Spring 2015, with new action items created to address the following issues: text integration, more reading-based writing assignments, collaboration with Reading instructors, rubric improvement, and assessment project article selection.

ENG 102 ASSESSMENT OVERVIEW: 2012-2015

Reading faculty developed the assessment project as a means to 1) identify how well students were meeting Course Learning Outcomes in all sections of ENG 102 at HawCC; 2) provide grade norming sessions for instructors, in order to ensure consistency of assessment across multiple sections; and 3) provide opportunities for Reading instructors to discuss, share and improve course materials and teaching techniques.

Faculty decided that an integrated study reading project administered toward the end of the semester would be a valuable measure of student skills related to the following CLOs: (1) Apply reading and study skills necessary for success in college level courses, (2) Distinguish between

stated or implied main ideas and supporting details, (3) Analyze, organize, evaluate and synthesize ideas, and (4) Demonstrate increased proficiency (rate and comprehension) in reading college level materials. The students were presented with a college level article and asked to preview, formulate guide questions, annotate, and summarize the article. In order to successfully complete the project, they had to understand the main ideas, supporting details, organization and purpose of the article. Artifacts were collected in Spring 2012, were assessed, and discussed.

Two identified areas of weakness (greatest numbers of students receiving *Does Not Meet proficiency*) were annotating and summary writing. Reading faculty wanted to see if one of the areas that students had trouble with on the initial assessment project—summary writing—would improve after instructors focused on this area by allotting more instructional time and assignments designed to improve students' ability to accurately summarize what they have read. Faculty selected an article and developed and distributed assignment guidelines. Artifacts were collected at the end of Fall 2013, and were assessed in Spring 2015.

Resulting action items included increased instructional emphasis on the following: accurate statement of main idea/overview of the text, paraphrasing, and differentiation between summary and personal commentary. In addition, revisions were made to the assessment project rubric.

Graduate Leavers Survey

Liberal Arts responders to the 2013 Graduate Leaver survey reported that they were Very Satisfied (38%) or Satisfied (57%) with the academic preparation they received in their program (combined satisfaction rating of 95%). This compares favorably with 80% satisfaction rates in 2008-09. Feedback from students completing their Liberal Arts degree at Hawaii CC indicates that they feel well-prepared for continuing coursework at the University level. Cooperative reporting on the performance of students who transfer to UH Hilo indicate that transfer students do as well as those students who enter the four-year campus as freshmen.

Overall Assessment Results

Liberal Arts faculty have taken seriously their professional responsibilities for assessment of student learning expressed as Course and Program Learning Outcomes. Significant evidence of sustained efforts to promote instructional improvement through the use of student data analysis is found across the departments. A more robust and consistent system for archiving the use of assessment to improve instruction promises better record-keeping and reporting of these efforts.

Response to CERC Comments

The College Effectiveness Review Committee issued comments on the 2011 Comprehensive Program Review via a memo dated April 23, 2012. Those comments were addressed in part in the 2014 Annual Review and are re-addressed here.

- CERC found the Program Review easy to read but lacking specific evidence to demonstrate how the Program addressed ILOs.

The 2011 Comprehensive Review did not specifically address the program's impact on ILO attainment. The 2015 Review has addressed the major PLO to ILO alignment areas in the narrative where asked.

The 2014 LBRTs Program Review listed specific courses aligned to ILOs as follows:

- The LBRT Program Learning Outcome #1 supports ILO 1 with course alignment.

For example, ENG 100, 204, 205 and 215; ART 101, 105B/C, 107/D, 108, 111, 112, 113; AJ 101, 210, 280; HAW 101, 102, 201,202; and other courses in History, Speech, Japanese, Anthropology, Dance, Economics, Early Childhood, Family Resources, and Geography, Human Services, Psychology, Philosophy, Religion and Social Sciences are aligned with and support ILO 1.

- LBRT Program Learning Outcomes # 2, 3, 4, 5, 6, and 7 support ILO 2.

LBRT courses, such as ENG 102, 103; BIOL 241; CHEM 100L; MATH 100, 110, 115; OCN 201; LING 235; ART101; HIST 120, 151, 152,153; AJ 101; ANTH 150; ECED 105; FAMR 230; HSER 110; and IS 101 are aligned to support this outcome.

- LBRT Program Learning Outcomes #8, 9, and 10 support ILO 3.

LBRT courses, such as ENG 105, 257A/E; ART 248,295; ASAN 120, 121, 122; HWST 101, 103, 104, 105; HUM 100; SPCO 231, 233; ECON 131, FAMR 230; SOC 290; and SSCI 150, 160 are aligned to support this outcome.

- CERC found more evidence was needed to support requested goals and plans, particularly in relation to requests for additional positions.

Requested positions were accompanied by the number of sections and credits taught by lecturers over the previous academic year. These data indicate a demand for seats in classes that had been covered by part-time instructors. Student demand indicators are difficult to determine except by course requests and instructional seats filled. Response to this comment in the 2012 document notes that faculty positions are needed to coordinate and complete course and program assessments and to assist with program, college and system activities. Small departments such as Social Science, and Humanities lack sufficient numbers of full-time faculty to conduct the business of the department effectively without overtaxing the small number of faculty available for multiple duties beyond teaching.

- CERC found that one non-cost item may have already been addressed and that another did not address a specific strength or weakness.

The adoption of the GELOs and Program PLOs had been accomplished at the time of the Comprehensive Review, and the non-cost item suggesting attention to a program review of effectiveness of developmental education offerings did not have an associated strength or weakness of the program assigned. Nonetheless, the results of the effectiveness or ineffectiveness of developmental education have significant impact on the readiness of students to succeed in transfer level coursework. The response in the 2014 review does indicate this should be addressed in the Program Review for Developmental Education.

- CERC noted a high dependence on lecturers but questioned the relation of positions requested to number of sections.

Previous response was that the standard TE is 27 credits. However, it is important to note that a balance of full-time faculty is necessary to support non-classroom activities and duties expected of faculty in self-governance, committee and program, and campus and system commitments.

- CERC expressed concern for transfer data sufficiency and specificity.

System currently reports transfer information on the IRAO website at <https://www.hawaii.edu/institutionalresearch/home.action> under the Transfer Report available after login.

Transfer data are disaggregated by gender, age range, Pell eligibility, ethnicity, credits at transfer and other drilled down data points sortable by sending and receiving campus. Previous response noted the number of Native Hawaiian transfer students in the total reported, although that is not part of the ARPD data readily provided by the system. Data from IRAO show the following Native Hawaiian or part Hawaiian transfers from HawCC to UHH:

	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15
Total Transfer	133	155	167	159	143
NH Transfer	53	62	64	62	67

- CERC critiqued the justification for computer classrooms for English.

CERC found the short justification on the cost item chart insufficient to justify the proposed expense. The use of computers and word processing has become ubiquitous, especially in higher education. The disparity of income and technology resources among students is such that a classroom space or a series of spaces with computer access for teaching writing is an equity, as well as an access. issue. Since the last Comprehensive report, a laptop cart has been purchased with extramural funds to support this stated need.

- CERC found the request for a 15-passenger van surprising.

There was no description of need provided in the 2011 review for a 15-passenger van. However, a number of programs use vehicles to transport students to service learning and other class and field/lab opportunities away from campus.

- CERC questioned whether West Hawai‘i needs were adequately addressed by Liberal Arts planning.

Previous response was that West Hawai‘i is an integral part of the College’s instructional programs, including and largely populated by Liberal Arts students. With the opening of the Pāalamanui campus in fall 2015, a renewed connection of Liberal Arts DC level leadership is underway. Scheduling of classes and anticipated program needs are addressed through representation of the Pāalamanui Director and, previously, the WH Lead Faculty at Liberal Arts DC meetings. The anticipation of growing the Pāalamanui site to meet West Hawai‘i community needs is part of the new UHCC and HawaiiCC Strategic Directions.

Other Successes and Challenges

The Liberal Arts Division has been successful in continuing to provide a wide variety of courses to fulfill student learning needs in general education. In 2014, a major task force effort resulted in recommendations to “slim down” the AA requirements and to increase electives available to students in completing their degrees. The program modification was implemented in the current year (AY 15-16).

II Action Plan

Over the next three-year period, 2015-18, the Liberal Arts program plans to improve completion and transfer rates, expand offerings in West Hawai‘i, expand offerings in STEM, address additional staffing needs, and allocate space in a manner consistent with student and professional needs for modern learning facilities.

Based on previous program reviews and the continued movement toward stated goals in each, the LBRT Program plans to increase transfer student success through articulated pathways that remove barriers to success and progress toward degrees. This is made easier with the reduction of required courses for the AA and the addition of elective and concentration opportunities. This aligns with HGI Action Strategy 2 regarding transfer pathways. Major initiatives in high impact areas are anticipated in specific programs, such as in Social Sciences and in STEM through the ASNS degree. We hope to increase transfer rates significantly in these areas as well as to grow transfers in smaller programs. This work has been underway for some time with limited results. The goal is to complete transfer pathways for all areas by spring 2017.

The program plans to expand courses and resources at Pālanuanui as student demand increases. This will require additional attention for coordination and potentially additional resources for that purpose, as well as for direct instructional delivery. The cadre of full-time LBRT faculty at Pālanuanui is small and inequitably distributed across areas of instruction. Corrections to this pattern are in order. This aligns with HGI Strategy 4 regarding support for the Pālanuanui campus.

The program plans to request positions to address student demand and areas for targeted growth. These follow patterns suggested in previous personnel requests. Requests include Social Science, Geography, and Physics/Chemistry. Priority positions at Pālanuanui include Social Science and Chemistry to enable use of the laboratory spaces constructed to meet anticipated needs in science and nursing preparation. Increasing full-time faculty positions at Pālanuanui is a desirable goal to help grow the programs offered there (largest is Liberal Arts). Overreliance on lecturers diminishes the capacity of the program and of the campus for sustained growth. Though this is a personnel ask, the immediacy of the campus completion begs consideration of expanded teaching resources in the short term. The degree to which we can anticipate program and student enrollment needs and proactively meet them will determine in part how well and how quickly the new campus becomes a vibrant part of the educational community in the region. This ties to HGI Strategy 4 solidifying the foundations of Pālanuanui, as well as to 21CF Action Strategy 1 advocating for Pālanuanui facility needs.

The program plans to enhance its science facility capacity in order to offer upper level science courses. This is a long-standing need that continues in order to prepare our STEM-interested students for success beyond the two-year degree. This includes renovations to provide a physics lab at Manono, as well as to enhance the STEM Center. This relates to HI2 Strategy 1 to increase STEM programs.

The program anticipates significant impacts from changes underway in developmental education delivery that will require resources to support students moving into college level coursework at accelerated and supported levels. These impacts have a direct bearing on staffing in English, Math, and support areas. This relates to HGI Strategy 2 and developmental education initiatives.

The program continues to need space for offices and classes, and plans to request allocation of space for departmental needs. These needs will be exacerbated by changes in developmental education offerings that will require supplemental class time and resources. This relates to HGI Strategy 2 and developmental education initiatives.

III Budget Items

Cost items to include:

Personnel: Establish New BOR or Temporary (T&F Funded) Positions (in priority order)

- Social Science (West Hawai‘i)
- Geography (to service both Social Science and Natural Science)
- Physical Science (Chemistry or Physics)
- Anthropology

Enhancing the college’s capacity to provide full-time BOR FTE faculty is crucial to both provide instruction in critical content areas where existing staffing lines are inadequate and to provide sufficient full-time faculty resources to accomplish the indirect instructional tasks associated with faculty roles outside of the classroom, such as assessment, planning, program development, academic advising, personnel evaluation and system improvement efforts. Such efforts are appropriately conducted by BOR faculty, not necessarily lecturers who are hired inconsistently and without benefits and whose duties are primarily, if not summarily, instructional delivery. This is a particularly important goal in specific departments within Liberal Arts where existing BOR FTEs are minimal in number.

Estimated cost for two new faculty is \$130,000. Timeline: AY 16-17.

Rationale for FTE Position in GEOG

In analyzing the enrollment statistics available for AY 12-13, 13-14, and 14-15, there is compelling justification to prioritize a shared position (NAT SCI & SSCI).

The following classes have been offered consistently every fall and spring semester in the 3-year period cited above: GEOG 101 (2- 3 sections); GEOG 102 (1-2 sections); GEOG 102W (1 section); GEOG 122 (2-3 sections). Thus, during the six semesters of the review period, there have been either 6 sections (sp 14), 7 sections (f 12, f 13, f 14), or 8 sections (sp 13 and sp 15) consistently offered. Since the usual FT load for a tenure-track faculty is a 5/4 course load, the offerings far exceed one position.

The average class size over the six semesters for GEOG 101 has been 27/30 or 90% fill rate; for GEOG 102, the average class size has been 26/30 or 87%; and for GEOG 122, the average class size has been 26/30 or 87%. The classes have been offered both in the online and face-to-face format. This spring 2016, GEOG 102 and 122 will be offered as a videoconference class to Pālanuanui for the first time.

Rational for FTE Position in SSCI (WHI)

This position will serve many disciplines, as many SSCI faculty may teach 4 or 5 different courses (preparations) in one semester so that students will have options in a variety of disciplines. Most of the HawCC FT SSCI faculty teach both SSCI and HUM courses. It is probable that a DQ for the SSCI position will be “ability to teach in other areas.” This is even more apparent at Pālanuanui, where there is currently only one FT position in SSCI.

Currently, the following 12 SSCI courses are covered by lecturers in a typical semester at Pāalamanui:

ANTH 200
FAMR 230 – 2 sections
HSER 110
HSER 193/293
HUM/SSCI 160
PSY 100 – 2 sections
PSY 170
SOC 100 – 2 sections
SSCI 150

If you add the possible HUM classes that are typically taught each semester by a lecturer, it expands the needed coverage to 15 courses a semester:

HUM. 100
PHIL 101
PHIL 102

As such, there is an obvious need for at least 1 FTE SSCI position at Pāalamanui.

Facilities: Increase capacity/upgrade existing science labs and STEM facility at the Manono campus

- Science Lab renovation for additional lab space for Chemistry/Physics
- STEM Center renovations

The current science lab facilities at the Manono campus are highly inadequate to address the goal of increasing STEM programs and graduates. Currently, there is no dedicated physics lab space, and there are insufficient facilities resources for the chemistry lab. Increasing the capacity and quality of the science lab/STEM facilities will enable students to participate in an appropriate instructional environment in which to build interest, learning, and aspirations in STEM fields.

Estimated cost: TBD. Timeline: AY 16-17.

Dev Ed Resources: Instructors, tutors, peer mentors, academic coaches/case managers, and technology to support students in accelerated dev ed courses

- Establish new BOR position
- Fund National Developmental Education conference/workshop attendance for four faculty (2 English, 2 Math)
- Equip three English classrooms (2 in Hilo, 1 at Pāalamanui) with tablets or laptops and storage for 25 students each

More permanent, full-time faculty are needed not only to teach high-demand accelerated developmental courses, but also to consistently participate in assessment, curriculum development, and student success strategies concerning accelerated developmental courses. In addition, annual high-quality professional development is needed for faculty to stay abreast of

new instructional/curricular/program strategies addressing developmental student needs and success.

Increasing the technology available to students in the classroom (especially in accelerated classes, which require several hours of instruction per week) will serve to vary the mode of instructional delivery, and to develop their information competency, technological literacy, and reading/written communication skills for college and the workplace.

Estimated cost of one new faculty is \$65,000. Timeline: AY 16-17.

Estimated cost of national-level professional development activity for four faculty is \$12,000. Timeline: AY 16-17.

Estimated cost of computer equipment for 3 classrooms is \$175,000. Timeline: AY 16-17.

- Tutors, peer mentors, academic coaches/case managers

The UHCC System Office has indicated that there will be funds available to support the initial cost of providing tutors, case managers, etc. at each campus.

Lecturer Office Space

Office space for lecturers for all areas needs to be re-examined with the loss of portable building space on the UH Hilo upper campus. The renovation of the old gym and locker room area will impact the availability of lecturer office space in the short term. Plans must be made to address this need. This is a health and safety issue and relates to 21CF Action Strategy 3 in providing a safe and healthy environment for employees.

Estimated cost for additional temporary office space is unknown and would need to be negotiated with UHH. Timeline: AY 16-17.