Liberal Arts and Sciences

# COMPREHENSIVE

## REPORT OF PROGRAM DATA

## AY18-19 to AY20-21

**July 1, 2018 through June 30, 2021**

UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

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## 1. Program or Unit Description

The Associate in Arts degree Program, also referred to as the Liberal Arts (LBRT) Program, is designed for students who are preparing themselves to transfer to a four-year college or university.

It is a general and pre-professional education degree consisting of at least 60 Baccalaureate-level semester credits at the 100- and 200-levels provides students with skills and competencies essential for successful completion of a Baccalaureate degree. The issuance of an A.A. degree requires that the student must earn a cumulative 2.0 GPA or better for all courses used to meet degree requirements.

## 2. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

| | 2019 | 2020 | 2021 |
|---|---|---|---|
| Overall Program Health | Cautionary | Cautionary | Cautionary |
| Demand Indicators | Needs Attention | Healthy | Needs Attention |
| Efficiency Indicators | Healthy | Healthy | Healthy |
| Effectiveness Indicators | Progressing | Progressing | Progressing |

Table 1

The Liberal Arts overall program health was listed as Cautionary throughout the three-year period of this review. In an attempt to diversify options for Liberal Arts students, a program modification was submitted to allow SP 251 – *Principles of Effective Speaking* to be used in addition to SP 151 to fulfill the Communication Skills Graduation Requirement. SP 251 was in the original AA Core Requirements but was inadvertantly left out when we transitioned to Foundations and

Diversification. Math 241 - *Calculus I* to meet the Quantitative Reasoning (FQ) requirement was also added.

Two new Academic Subject Certificates under Liberal Arts were started during the period covered by this review: ASC-LBRT-GLS (Global Studies) and ASC-LBRT-SUSI (Sustainability). All AA degrees implemented Foundations and Diversification effective Fall 2018, which affected the general Liberal Arts program and the five concentrations: AJ, Art, Hist, Psy, Soc.

| # | Demand Indicators | 2018-19 | 2019-20 | 2020-21 | Demand Health |
|---|---|---|---|---|---|
| 1. | Number of Majors | 821 | 897 | 824 | Needs Attention |
| 1a. | Number of Majors Native Hawaiian | 358 | 367 | 357 | |
| 1b. | Fall Full-Time | 52% | 51% | 46% | |
| 1c. | Fall Part-Time | 48% | 49% | 54% | |
| 1d. | Fall Part-Time who are Full-Time in System | 2% | 4% | 6% | |
| 1e. | Spring Full-Time | 45% | 45% | 37% | |
| 1f. | Spring Part-Time | 55% | 55% | 63% | |
| 1g. | Spring Part-Time who are Full-Time in System | 3% | 4% | 8% | |
| 2.* | Percent Change Majors from Prior Year | -8% | 9% | -8% | |
| 3. | SSH Program Majors in Program Classes | 11,666 | 12,380 | 10,744 | |
| 4. | SSH Non-Majors in Program Classes | 8,807 | 7,272 | 6,771 | |
| 5. | SSH in All Program Classes | 20,473 | 19,652 | 17,515 | |
| 6. | FTE Enrollment in Program Classes | 682 | 655 | 584 | |
| 7. | Total Number of Classes Taught | 402 | 377 | 324 | |

Demand fluctuated from Needs Attention in 2018-19 to Healthy in 2019-20 then back to Needs Attention in 2020-21. Discrepancies appeared in the data for three of this section's indicators in 2018-19, but they were minor enough that they probably would not have made a difference in the Needs Attention rating. The numbers were corrected the following year.

In 2019-20, when the Demand rating was at its three-year high, a number of factors would appear to have come into play. The number of majors went up 9%, from 821 to 897. It is unclear what caused this jump. Correspondingly, the SSH for Program Majors in Program Classes also increased by about 6%, probably due to effective advising. Strangely, though the SSH for Non-Majors in Program Classes dropped by -17% in 2019-20, this didn't seem to affect the Healthy Demand rating. Therefore, one must assume that increased majors and increased SSH for Program Majors together make a bigger impact on the Demand rating. Program majors dropped again in 2020-21, thus the Needs Attention rating that year.

| # | Efficiency Indicators | 2018-19 | 2019-20 | 2020-21 | Efficiency Health |
|---|---|---|---|---|---|
| 8. | Average Class Size | 18 | 18 | 19 | Healthy |
| 9.* | Fill Rate | 75.1% | 77.8% | 81.8% | |
| 10. | FTE BOR Appointed Faculty | 30 | 33 | 29 | |
| 11.* | Majors to FTE BOR Appointed Faculty | 27 | 27 | 28 | |
| 12. | Majors to Analytic FTE Faculty | 19 | 22 | 24 | |
| 12a. | Analytic FTE Faculty | 42 | 40 | 34 | |
| 13. | Overall Program Expenditures | $149,435 | $155,518 | $153,743 | |
| 13a. | General Funded Budget Allocation | $143,754 | $147,983 | $151,413 | |
| 13b. | Special/Federal Budget Allocation | 0 | 0 | 0 | |
| 13c. | Tuition and Fees | $5,681 | $7,535 | $2,330 | |
| 14. | Cost per SSH | $7 | $8 | $9 | |
| 15. | Number of Low-Enrolled (<10) Classes | 47 | 34 | 38 | |

Program Efficiency was rated as Healthy throughout this period. Prior to 2018-19, no budget allocation line items were included in the report. Now, we see the increase in cost per SSH from $7 in 2018-19 to $8 in 2019-20 to $9 in 2020-21, which is determined by "Program Expenditures (#14) divided by SSH in program classes (#5)" (2021 ARPD Data Glossary). However, we counteracted this spending with a decrease in the number of low-enrolled classes and slight increase in average class size. The Analytic FTE Faculty dropped from 42 to 40 to 34, which may have increased our lecturer costs enough to impact Cost per SSH. We believe that COVID-19 work conditions pushed many faculty into retirement. Sadly, we also lost two longtime faculty members who passed away during this time of causes unrelated to the pandemic.

| # | Effectiveness Indicators | 2018-19 | 2019-20 | 2020-21 | Effectiveness Health |
|---|---|---|---|---|---|
| 16. | Successful Completion (Equivalent C or Higher) | 74% | 75% | 74% | Progressing |
| 17. | Withdrawals (Grade = W) | 488 | 519 | 412 | |
| 18.* | Persistence Fall to Spring | 72% | 71% | 74% | |
| 18a. | Persistence Fall to Fall | 47% | 44% | 48% | |
| 19. | Unduplicated Degrees/Certificates Awarded Prior Fiscal Year | 209 | 187 | 185 | |
| 19a. | Associate Degrees Awarded | 209 | 186 | 185 | |
| 19b. | Academic Subject Certificates Awarded | 0 | 2 | 0 | |
| 19c. | Goal | 0 | 0 | 0 | |
| 19d. | Difference Between Unduplicated Awarded and Goal | 0 | 0 | 0 | |
| 20. | Transfers to UH 4-yr | 144 | 164 | 161 | |
| 20a. | Transfers with degree from program | 60 | 82 | 76 | |
| 20b. | Transfers without degree from program | 84 | 82 | 85 | |
| 20c. | Increase by 3% Annual Transfers to UH 4-yr Goal | | | | |
| 20d. | Difference Between Transfers and Goal | | | | |

Our Effectiveness rating was Progressing for all three years. Successful completion remained about the same throughout, but Persistence Fall to Spring and Persistence

Fall to Fall went up slightly. Degrees awarded went down slightly, while transfers to four-years showed an upward trend. Again, a few minor inconsistencies in the data were detected, but none that would likely have changed the overall rating for this section.

| # | Distance Indicators | 2018-19 | 2019-20 | 2020-21 | |
|---|---|---|---|---|---|
| 21. | Number of Distance Education Classes Taught | 61 | 57 | 267 | |
| 22. | Enrollments Distance Education Classes | 1,290 | 1,191 | 5,355 | |
| 23. | Fill Rate | 79% | 84% | 82% | |
| 24. | Successful Completion (Equivalent C or Higher) | 69% | 74% | 74% | |
| 25. | Withdrawals (Grade = W) | 111 | 113 | 357 | |
| 26. | Persistence (Fall to Spring Not Limited to Distance Education) | 60% | 60% | 67% | |

Even before COVID-19, program faculty had been working to increase the number and quality of distance education classes. Though the onset of modality changes brought on by the pandemic began in Spring 20, it was during the 2020-21 AY that we saw a real uptick in distance education courses (78.6%) and enrollments (77.7%). It is a testament to our faculty and support people that successful completion remained at 74%, while withdrawals dropped 6.7%. Persistence increased from 60% to 67%.

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That is not to say that students did not struggle. We did see a drop in the number of degrees and certificates awarded during this time from 209 to 185. However, degrees among Native Hawaiian students increased from 79 to 88, which bucks the usual trend of Native Hawaiian degree earners dropping at a rate at least equal to the overall drop if not more. Interestingly, there was a significant drop in the number of Pell recipients during this period, from 144 to 110. This could have played a role in the drop in overall degrees. We speculate that fewer students may have applied for financial aid using the FAFSA because they were not on campus to get one-on-one help during this time.

Perhaps the most significant factor affecting the LBRT program is the loss in faculty and staff as a result of two things. The first is the sweep of vacant positions that took place in 2020 (SB 126), which abolished the following faculty and support positions:

- 74869, Faculty, Philosophy
- 83202, Faculty History
- 86562, Faculty, Mathematics
- 86733, Faculty, English
- 47357, Office Assistant IV (TLC)
- 78277, Educational Specialist (TLC)
- 84380, Faculty, Learning Center

The second was the redundancy of two science lab coordinators, one at Pālamanui and one at Manono, who were essential to running of the Liberal Arts program science courses.

On a positive note, in conjunction with Human Resources and the Liberal Arts secretaries, a new process was put into place to screen and hire qualified lecturers. NeoGov, an electronic database of applicants to individual lecturer pools for each alpha (ANTH, ASAN, Biol, Bot, DNCE, etc.) was fully adopted. Now, all lecturers apply online through governmentjobs.com to be included in the various lecturer pools. Existing lecturers are required to update their materials every three years and must be reevaluated at that time.

The Liberal and Sciences Dean and the Department Chairs for English, Humanities, Math and Natural Sciences, and Social Sciences and Public Services have access to the lecturer pools. Applicants' materials are evaluated and marked as "Pass" (meets minimum qualifications), "Fail" (does not meet minimum qualifications), or "Other" (meets by exception). DCs fill out Lecturer Qualifying Forms for each new lecturer, which states the would-be instructor's qualifications, experience, and permission to teach specific courses. Hard copy records are maintained in the Liberal Arts office.

This new and improved process has resulted in a cleaner, more efficient method of processing lecturer applications. It is fairer, more transparent, and ensures adherence to Minimum Qualification Guidelines.
(http://uhcc.hawaii.edu/ovpcc/administrative/hr/faculty/mq_guide)

# GE Designations/Foundations:

| Alpha | Course Name | Foundation/Designation | Semester/Year APPROVED BY SENATE |
|---|---|---|---|
| ANTH 150 | Human Adaptations | DS | S20 |
| ART 107D | Intro to Digital Photography | DA | S20 |
| ART 111 | Introduction to Watercolor Painting | DA | F19 |
| ART 113 | Introduction to Drawing | DA | S19 |
| ART 115 | Introduction to 2D Design | DA | F20 |
| ART 217 | Screen Printing | DA | F20 |
| ART 230 | Textile Design | DA | F19 |
| ASAN 120 | Japanese Culture I | DH | F19 |
| ASAN 121 | Chinese Culture | DH | S20 |
| BIOL 101 | Biology and Society | DB | F20 |
| BIOL 171 | Introduction to Biology I | DB | S19 |
| BIOL 171L | Introduction to Biology I Laboratory | DY | S19 |
| BIOL 172 | Introduction to Biology II | DB | S20 |
| BIOL 172L | Introduction to Biology II Lab | DY | S20 |
| BIOC 141 | Fundamentals of BioChemistry | DP | F19 |
| BOT 101 | General Botany | DB | F19 |
| BOT 101L | General Botany Lab | DY | S19 |
| BOT 105 | Ethnobotany | DS | S19 |

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|---|---|---|---|
| BOT 105L | Ethnobotany Lab | DY | F19 |
| BOT 130 | Plants in the Hawaiian Environment | DB | S20 |
| CHEM 161 | General Chemistry I | DP | F19 |
| CHEM 161L | General Chemistry I Laboratory | DY | F19 |
| DNCE 153 | Introduction to Dance Forms | DA | F19 |
| DNCE 185 | Modern/Jazz Dance | DA | F19 |
| DNCE 190V | Aerial Dance I | DA | F20 |
| DNCE 195 | Intro Environmental Dance | DA | F19 |
| ECED 105 | Intro to ECED | DS | F20 |
| ECED 110 | Dev Appropriate Practices | DS | F20 |
| ECED 131 | Early Childhood Development | DS | F19 |
| ECON 130 | Principles of Microeconomics | DS | F19 |
| ECON 131 | Principles of Macroeconomics | DS | F19 |
| EARTH 101 | Introduction to Geology | DP | F19 |
| EARTH 101L | Introduction to Geology Laboratory | DY | F19 |
| ENG 100 | Composition I | FW | F18 |
| ENG 204 | Creative Writing | DA-Arts | F16 renewed for 5 years in F21 |
| ENG 255 | Short Story & The Novel | DL- Literature | F16 renewed for 1 year in F21 |
| ENG 256 | Poetry & Drama | DL- Literature | F16 renewed for 5 years in F21 |

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|---|---|---|---|
| ENG 257A | Literature of Hawai‘i | DL- Literature | F17 |
| ENG 257E | Multicultural Literature | DL- Literature | F17 |
| GEOG 101 | Geography and the Natural Environment | DP | F19 |
| GEOG 102 | World Regional Geography | FGB | S18 |
| GEOG 170 | Forest Ecosystem Surveying, Inventorying and Monitoring | DB | DB S19 |
| HAW 101 | Elementary Hawai‘i Language I | DH | S19 |
| HAW 102 | Elementary Hawai‘i Language II | DH | S19 |
| HAW 201 | Intermediate Hawai‘i Language I | DH | S19 |
| HAW 202 | Intermediate Hawai‘i Language II | DH | S19 |
| HDFS 230 | Human Development | DS | S21 |
| HIST 151 | World History to 1500 | FGA | S18 |
| HIST 152 | World History Since 1500 | FGB | S18 |
| HWST 101 | Hawai‘i Culture I: ‘Aikapu | DH | F19 |
| HWST 102 | Mauli Hawai‘i: Hawn Spirituality | DH | S19 |
| HWST 103 | Hana No‘eau: Hawn Art Culture | DA | S19 |
| HWST 105 | Mea Kanu Hawai‘i: Hawn Plant Culture | DH | S19 |
| HWST 130 | Hula I: Intro Indig Leadership | DA | F20 |
| HWST 131 | Hula II: Dev Indig Leadership | DA | F20 |

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|---|---|---|---|
| HWST 201 | Hawai‘i Culture II: ‘Ai Noa | DH | S19 |
| HWST 230 | Hula III: ‘Auana | DA | F20 |
| HWST 231 | Hula IV: Hu‘elepo | DA | F20 |
| MATH 100 | Survey of Mathematics | FQ | S18 |
| MATH 115 | Statistics | FQ | S18 |
| MATH 120 | Trigonometry for Surveying | FQ | F20 |
| MATH 135 | Pre-Calculus: Elementary Functions | FQ | S18 |
| MATH 140 | Pre-Calculus: Trigonometry & Analytic Geometry | FQ | F19 |
| MATH 241 | Calculus I | FQ | S20 |
| MATH 242 | Calculus II | FQ | F20 |
| PHIL 100 | Intro to Philosophy: Survey of Problems | DH | F20 |
| PHYL 141 | Human Anatomy and Physiology I | DB | S19 |
| PHYL 14 L | Human Anatomy and Physiology II | DY | S19 |
| PHYL 142L | Human Anatomy and Physiology II Lab | DY | S20 |
| PSY 100 | Survey of Psychology | DS | S20 |
| PSY 170 | Psychology of Adjustment | DS | S20 |
| PSY 275 | Psychology and the Expressive Arts | DS | S20 |
| SOC 100 | Survey of General Sociology | DS | F20 |

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|---|---|---|---|
| SOC 218 | Introduction to Social Problems | DS | F20 |
| SP 151 | Personal and Public Speech | DA | F19 |
| SP 251 | Prin of Effective Public Speaking | DA | F19 |
| SP 260 | Media and Society | DH | F19 |
| SSCI 111 | Food, Water, Energy, Technology | DS | F20 |
| SSCI 150 | Ecology and Society | DS | F19 |
| WS 175 | History Gender, Sex, Sexuality up to 1500 | FGA | S18 |
| WS 176 | History Gender, Sex, Sexuality from 1500 | FGB | S18 |
| ZOO 101 | Principles of Zoology | DB | S19 |
| ZOO 101L | Principles of Zoology Lab | DY | S19 |

Table 2

## HAP Designations:

| Alpha | Course Name | Instructor | Semester |
|---|---|---|---|
| ART 111 | Introduction to Watercolor | (Provisional) Kaori Lang | F21 |
| BOT 105 | Ethnobotany | Orlo | F20 |
| ENG 102 | College Reading | Vivian Chin | F19 |
| ENG 105 | Reading Film | Kristine Kotecki | F19 |
| ENG 255 | Short Story & The Novel | Tagi Qolouvaki | F19 |
| HWST 101 | ʻAikapu: Hawaiʻi Culture I | (Provisional) Course | F21 |
| HWST 107 | Hawaiʻi: Center of the Pacific | Course | F19 |

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|---|---|---|---|
| PACS 108 | Pacific Worlds | Drew Kapp | F21 |

Table 3

## Writing Intensive Courses:

| Alpha | Course Name | Instructor | Approval Date |
|---|---|---|---|
| ART 101 | Introduction to the Visual Arts | Kevin Diminyatz | S19 |
| BIOL 124L | Environment and Ecology Lab | Aimee Maclennan | F19 |
| BIOL 124L | Environment and Ecology Lab | Pamela Scheffler | S20 |
| BIOL 124L | Environment and Ecology Lab | Orlo Steele | S21 |
| GEOG 292V | Special Topics Study Abroad: Cultural Ecology of Ireland | Dela Fuente | F19 |
| GEOG 292V | Cultural Ecology of Ireland | Pamela Scheffler | S20 |
| ENG 103 | Critical Read, Think, Prob Solv | Caroline Naguwa | F21 |
| ENG 105 | Reading Film | Kristine Kotecki | F16 |
| ENG 204 | Creative Writing | Course approval | Course approval |
| ENG 215 | Research Writing | Course approval | Course approval |
| ENG 255 | Short Story & The Novel | Robyn Kalauli | S20 |
| ENG 255 | Short Story & The Novel | Kristine Kotecki | F16 |
| ENG 255 | Short Story & The Novel | Tagi Qolouvaki | S21 |
| ENG 256 | Poetry & Drama | Robyn Kalauli | S20 |

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|---|---|---|---|
| ENG 256 | Poetry & Drama | Sharon Dansereau | S19 |
| ENG 257A | Literature of Hawai‘i | Robyn Kalauli | S20 |
| ENG 257 | Multicultural Lit | Robyn Kalauli | S20 |
| ENG 257E | Multicultural Lit | Kristine Kotecki | S17 |
| HD 234 | Human Dev: Aging | Lucy Jones | F18 |
| HDFS (FAMR) 230 | Human Development | Elizabeth Shaver | S16 |
| HIST 120 | National Cinemas | John Ferdico | S20 |
| HIST 274 | Writing Personal History | Richard L. Stevens | F20 |
| PHIL 100 | Introduction to Philosophy | Akira Ruddle Miyamoto | S21 |
| PSY 260 | Psychology of Personality | Lucy Jones | S21 |
| SOC 218 | Social Problems & Issues | Cade Jameson | S21 |
| SOC 251 | Intro to Sociology of the Family | Chaynee Kahea Kuamo’o | F20 |
| WS 151 | Women's Studies | Lucy Jones | S19 |
| WS 151 | Women’s Studies | Trina Nahm-Mijo | F20 |

Table 4

## Sustainability Academic Subject Certificate and S-Designated Courses:

The Sustainability Academic Subject Certificate began in Fall 2021. Some courses were given sustainability designation before the certificate was officially approved. These courses were given the designation in Spring 2020 and are listed below.

- Liberal Arts - Sustainability Academic Subject Certificate (ASC-LBRT-SUSI) Advising Sheet

| Alpha | Name | Instructor | Semester |
|---|---|---|---|
| AG 175 | Agroforestry | Pam Scheffler | F21 |
| AG 175L | Agroforestry Lab | Pam Scheffler | F21 |
| BIOL124* | Environment and Ecology | Any Instructor | F21 |
| CHEM100 | Chemistry and Society | Aimee Maclennan | F21 |
| CHEM100 | Chemistry and Society | Debbie Weeks | F21 |
| ENG 102 | College Reading | Kristine Kotecki | F21 |
| GEOG 122 | Geography of Hawaii | Drew Kapp | F21 |
| SSCI 111 | Food, Water, Energy, Technology | Ilana Stout | F21 |

Table 5

*Course-level designation

## New Courses and Course Updates:

| Alpha | Name | Semester | NEW |
|---|---|---|---|
| ANTH 150 | Human Adaptations | F19 | |
| ANTH 200 | Cultural Anthropology | F19 | |

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|---|---|---|---|
| ART 101 | Introduction to the Visual Arts | F19 | |
| ART 111 | Introduction to Watercolor Painting | F19 | |
| ART 113 | Introduction to Drawing | F19 | |
| ART 114 | Introduction to Color | F19 | |
| ART 214 | Introduction to Life Drawing | S19 | |
| ART 217 | Screen Printing | S20 | |
| ART 230 | Textile Design | F19 | |
| ASAN 120 | Japanese Culture I | F19 | |
| ASAN 121 | Chinese Culture | F19 | |
| ASAN 122 | Korean Culture | F19 | |
| ASTR 110 | Survey of Astronomy | F19 | |
| ASTR 281 | Astrobiology | F21 | |
| BIOC 141 | Fundamentals of Biochemistry | F19 | |
| BIOL 100 | Human Biology | F19 | |
| BIOL 100L | Human Biology Laboratory | F19 | |
| BIOL 156 | Natural History of the Hawaiian Islands | S20 | |
| BIOL 156L | Natural History of the Hawaiian Islands Lab | S20 | |
| BIOL 171L | Introduction to Biology I Lab | S20 | |
| BOT 101 | General Botany | S20 | |
| BOT 101L | General Botany Lab | S20 | |
| BOT 130 | Plants in Hawaiian Environment | S20 | |
| BOT 130L | Plants in Hawaiian Environment Laboratory | S20 | |
| CHEM 100 | Chemistry and Society | S19 | |

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|---|---|---|---|
| CHEM 161 | General Chemistry I | S20 | |
| CHEM 161L | General Chemistry I Lab | S20 | |
| CHEM 162 | General Chemistry II | S20 | |
| CHEM 162L | General Chemistry II Lab | S20 | |
| DNCE 153 | Introduction to Dance Forms | S19, S20 | NEW |
| DNCE 185 | Modern/Jazz Dance I | F19, S20 | NEW |
| DNCE 190V | Aerial Dance I | S20 | |
| DNCE 195 | Introduction to Environmental Dance | F19 | |
| DNCE 290V | Aerial Dance II | F19, F21 | NEW |
| ECON 130 | Principles of Microeconomics | F19 | |
| ECON 131 | Principles of Macroeconomics | F19 | |
| ENG 20 | Reading and Writing Essentials | F19 | NEW |
| ENG 20W | Writing Essentials | F19 | |
| ENG 21 | Introduction to College Reading | F19 | |
| ENG 22 | Introduction to Composition | F18 | |
| ENG 100 | Composition I | F19 | |
| ENG 102 | College Reading Skills | F20 | |
| ENG 105 | Reading Film | F19 | |
| ENG 204 | Creative Writing | F19 | |
| ENG 215 | Research Writing for Humanities and Social Sciences | F19 | |
| ENG 255 | Types of Literature: Short Story and Novel | F19 | |
| ENG 256 | Types of Literature: Poetry and Drama | F19 | |

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|---|---|---|---|
| ENG 257A | Themes of Literature: Literature of Hawai‘i | F19 | |
| ENG 257E | Themes in Literature: Multi-Cultural Literature | F19 | |
| ERTH 101 | Introduction to Geology | F19 | |
| ERTH 101L | Introduction to Geology Lab | F19 | |
| ESL 21 | Introduction to College Reading (ESL) | S20 | |
| ESL 22G | Advanced Grammar (ESL) | F19 | |
| ESL 22W | Introduction to Composition (ESL) | F19 | |
| ESL 20 | English Essentials | F18 | |
| ESL 25 | Academic Listening and Speaking | F19 | |
| GEOG 102 | World Regional Geography | F19 | |
| GEOG 122 | Geography of Hawai'i | S20 | |
| GEOG 170 | Forest Ecosystem Surveying, Inventorying, and Monitoring | F21 | |
| GEOG 292V | Special Topics: Study Abroad | F19, F20 | NEW |
| HDFS 230 | Human Development | F20 | |
| HIST 120 | National Cinemas | F20 | |
| HIST 151 | World History to 1500 | F20 | |
| HIST 152 | World History Since 1500 | F20 | |
| HIST 153 | Hawai'i and the World I | F19 | |
| HIST 154 | Hawai'i and the World II | F19 | |
| HIST 241 | Civilization of Asia I | F20 | |
| HIST 242 | Civilization of Asia II | S21 | |
| HIST 274 | Writing Personal History | F20 | |

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|---|---|---|---|
| HIST 284 | History of Hawai'i | F20 | |
| HIST 288 | Survey of the Pacific Islands History | F20 | |
| HSER 110 | Introduction to Human Services | F19 | |
| HUM 100 | Introduction to the Arts | S20 | |
| IS 100V | Foundations in Leadership | S21 | |
| IS 105 | Career/Life Exploration and Planning | S20 | |
| LING 102 | Introduction to the Study of Language | F19 | |
| LING 121 | Introduction to Language | F19 | |
| MATH 22 | Pre-Algebra Mathematics | S20 | |
| MATH 27 | Intermediate Algebra | S20 | |
| MATH 75X | Intro to Math Reasoning | F20 | |
| MATH 78C | College Math Companion | S21 | |
| MATH 97E | Introduction to Mathematical Reasoning | S20 | |
| MATH 98 | College Math Companion | F19 | |
| MATH 100 | Survey of Mathematics | F20 | |
| MATH 103 | Intro to College Algebra | F20 | |
| MATH 115 | Statistics | F20 | |
| MATH 135 | Pre-Calculus: Elementary Functions | F19 | |
| MATH 241 | Calculus I | F19 | |
| MATH 242 | Calculus II | F19 | |
| MICR 130 | General Microbiology | F19 | |
| MICR 140L | General Microbiology Lab | F19 | |
| OCN 201 | Science of the Sea | F19 | |

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|---|---|---|---|
| PACS 108 | Pacific Worlds: An Introduction to Pacific Islands Studies | S20 | NEW |
| PHIL 100 | Introduction to Philosophy: Survey of Problems | F19 | |
| PHIL 102 | Introduction to Philosophy: Asian Traditions | F19 | |
| PHIL 111 | Introduction to Inductive Logic | S20 | |
| PHIL 120 | Science, Technology and Values | S20 | |
| PHIL 155 | Cosmology | S20 | |
| PHIL 211 | History of Western Philosophy I | S20 | |
| PHIL 213 | History of Western Philosophy III | S20 | |
| PHYL 141 | Human Anatomy and Physiology I | S21 | |
| PHYL 141L | Human Anatomy and Physiology I Lab | S21 | |
| PHYL 142 | Human Anatomy and Physiology II | S21 | |
| PHYL 142L | Human Anatomy and Physiology II Lab | S21 | |
| PHYS 100L | Survey of Physics Lab | F21 | |
| PHYS 105 | Energy Systems and Sustainability | S20 | |
| PHYS 151 | College Physics I | F21 | |
| PHYS 152 | College Physics II | F21 | |
| PHYS 170 | General Physics I | S20 | |
| PHYS 170L | General Physics I Lab | S20 | |
| POLS 110 | Introduction to Political Science | F20 | |
| PSY 100 | Survey of Psychology | F20 | |
| PSY 170 | Psychology of Adjustment | F19 | |
| PSY 197 | Introduction to Substance Use and | S21 | NEW |

| | | | |
|---|---|---|---|
| | Prevention | | |
| PSY 213 | Statistical Techniques | S21 | |
| PSY 214 | Research Methodology | F19 | |
| PSY 270 | Intro to Clinical Psychology | S20 | |
| PSY 275 | Psychology and the Expressive Arts | F19 | |
| SCI 190V | Internship | F19 | |
| SCI 292V | Special Topics: Study Abroad | F19 | |
| SOC 100 | Survey of General Sociology | F20 | |
| SOC 208 | Criminology | F19 | |
| SOC 218 | Introduction to Social Problems | S20 | |
| SOC 251 | Introduction to Sociology of the Family | F20 | |
| SOC 265 | Community Development | S20 | |
| SP 251 | Principles of Effective Public Speaking | S19 | |
| SP 260 | Media and Society | S19 | |
| SSCI 111 | Food, Water, Energy, Technology: Then and Now | S20 | |
| SSCI 250 | Environmental Issues | S20 | |
| UNIV 101 | Pathway to College Success | S20 | |
| WS 175 | History of Gender, Sex, and Sexuality in Global Perspectives to 1500 CE | F19 | |
| WS 176 | History of Gender, Sex, and Sexuality in Global Perspectives 1500 CE to Present | F19 | |
| WS 256 | Dynamics of Family Violence and Sexual Assault | S20 | |
| ZOOL 101 | Principles of Zoology | F19 | |

Table 6

*Discuss the challenges or obstacles the program faced in supporting student success and explain.*

- **Tutors:**
  - Few tutors are available specifically for Math or Science at The Learning Center (TLC) or through tutors.com. Some funding was obtained from grants for peer mentoring, but these were temporary and difficult to fill positions due to requirements by the grant.
  - Not having one-on-one tutoring has been a challenge. Students that are struggling really appreciate having a specific student/person to go to. They can't gather in groups to study, and that is an important part of the learning process.
- **Placement:**
  - Placement has been an ongoing challenge as many students are incorrectly placed into English courses. Although UHCCs implemented multiple measures for placement testing in 2016, campuses continue to heavily rely on placement tests, Accuplacer in particular. At HawCC, placement data reveal that in the last two years, over half of our incoming freshmen/transfer students were placed using Accuplacer in math and English. Evidence-based best-practice has suggested time and again that multiple measures with attention to cumulative High School Grade Point Average (HSGPA) and other measures, including completed coursework, is the most accurate procedure for placement. Further, research has found that placement tests are limited in their capacity to gauge college readiness, are modest at best in predicting performance, tend towards underestimating student capabilities, and that the consequent under-placement of students risks them not enrolling, dropping out, delaying completion, or not completing. For EL and ESL students, misplacement is also common and can affect whether or not they enroll as well as their college completion rates.
- **Enrollment/Course-specific issues:**
  - There is a need to recruit and encourage additional students to enter STEM.

- Enrollment in courses crashed in Fall of 2020 when registration was not opened for multiple synchronous-modality courses (such as CHEM100, CHEM100L, CHEM161, CHEM161L and BIOC141) until a few days before the start of classes. This may have caused synchronous courses to continue to be under-enrolled in the Spring as students learned they could go elsewhere.
- There is a lot of difficulty with students who do not have strong reading skills because it is not required for some programs and/or students are taking ENG100 first - especially for pre-nursing students and those entering higher-level biology courses who will eventually transfer to other majors (those entering PHYL141, CHEM161, BIOL171).
- Enrollment for students at HawCC in general is difficult and needs to be done in a more timely fashion.
- Constant cuts for low enrolled classes resulted in Manono and Pālamanui only offering a very limited number of science courses and labs, which restricts and forces students to take only certain courses. Courses offerings are based on COVID-19 enrollment numbers, and this is especially harmful to Pālamanui. We should be having a conversation about this across departments and making decisions from a holistic point of view and long-term future in mind.

- **COVID-Specific Issues:**
  - Science Labs:
    - The limited capacity of the labs in AY20-21 may have been a barrier to student success, as many students turned to online labs instead of enrolling in F2F courses. Online labs offered by the other colleges may not have supplemented the content from the lectures as well as F2F labs from our campus do.
    - The BSL2 lab room (386A) is not adequate for holding the capacity it is set at (20) for proper social distancing to comply with COVID guidelines. When we capped the lab room at 10 people, that required us to offer more sections to secure lab times for everyone enrolled in the fully online lecture that is a co-requisite.
  - Modalities/Technology:

- Students have given feedback that the online platforms for math have a definite learning curve to them.
- Access to reliable internet connection has impacted many students. Their internet drops in the middle of a proctored exam for example, creating issues for all.
- Students' lack of computer literacy makes online learning more challenging.
- The greatest challenge was converting F2F classes to an online format. This was especially difficult for classes that had lab components where we had to do our best to give hands-on experience remotely, but also caused an enormous strain on faculty in trying to create all new materials.
- New modalities have created issues with Zoom courses that faculty and students are unprepared for. For example, students that do not have a clear Lumisight pass are asking to do F2F labs on Zoom while the rest are in class F2F. Most of these requests come at the very last minute, and some are requested frequently because students assumed if anything comes up they are "allowed" to do the lab on Zoom due to COVID.
- Some faculty have had students do inappropriate things in Zoom rooms which would never happen in F2F courses.
- The COVID-19 pandemic created unique challenges for both students and instructors as we were forced to change course modalities mid-semester in the Spring 2020 semester.

- **Facilities/Equipment**
  - The lab room (386A Manono Campus) has several issues. There is a leak in the ceiling that is still not fixed, and the lab room is a mess on rainy days because there is water all over the floor and the ceiling tiles splatter plaster onto all of the nearby tables, which is a safety issue for our students. The lab is also rarely cleaned by POM, requiring faculty and staff to remove trash, request paper towels, etc.
  - There is no prep room for science labs - this creates issues with being able to autoclave materials, grow bacterial cultures, make chemical

solutions, and other lab requirements during normal working hours because these things can't be done in the lab when students are present.
    - Space and supplies to run science labs are limited. This became a significant issue during AY20-21. With reduced lab capacity, the number of laboratory sections increased, and demand for supplies increased as it was no longer safe for students to share many items. Previously, one item would be sufficient per every four students. Some of these issues were resolved with additional funding through CARES and HEERF, however, we still face supply challenges as science laboratories run in two different spaces across campus that have sometimes been scheduled simultaneously. This is an issue for specific equipment that we do not have enough of to support each student's use in both labs simultaneously (e.g., microscopes).
    - There is a lack of funds to adequately support the lab needs.
    - There is a lack of large classrooms to teach in-person classes. There is demand for classrooms for Social Science and Public Service courses that have a capacity of 25-30, especially with the social distancing requirements due to COVID-19.
- **Personnel**
    - Loss of the science lab coordinators at the end of Spring 2020 seriously impacted the instructors who teach labs. Not only does it impact the lab prep, but the ordering and receiving of supplies are a serious problem without someone who knows how to be the bridge between our department and the science company representative, the business office, and receiving. Having someone during the summer when the fiscal year closes and most of the orders are placed for the new academic year is also essential. Lab coordinators are essential to maintain oversight over the many faculty and lecturers producing hazardous waste materials, procure specimens for various classes, grow bacterial cultures, and work directly with students in the MICR140L courses to help with the safety of students during Microbiology labs.
    - There was an unexpected loss of two math faculty and the retirement of two additional science faculty.

- Difficulty in finding qualified lecturers, especially for specific science courses which require different skill sets.
- The English department lost a vacant position, and two faculty members retired. Additionally, most of our former lecturers are no longer teaching at HawCC for various reasons.
- Social Sciences and Public Services lost four tenured positions during this review period. Hit extremely hard is the Psychology discipline with two full-time professors retiring, one in Fall 2020 and the other in Spring 2021. Psychology has offered 6 to 8 sections of Psychology100 per semester and has been the highest transfer and graduation concentration within the Liberal Arts at Hawai‘i Community College. Now most sections are taught by qualified lecturers. The Social Sciences faculty located on the Pālamanui campus who also taught psychology and other main social science offerings also retired in Summer of 2021. Lastly, the only full-time Sociology position retired in Spring 2020, and now there's only one Social Science faculty to teach the sociology offerings. The SSCI and PS department has lost half of its faculty members and is very dependent on the lecturer pool.

*What the program has done to address those challenges.*

**Addressing Tutoring Challenges:**

- In the past we have struggled to find Math and Science tutors on the Pālamanui campus. In Spring 2020, due to COVID-19, HawCC moved to online learning via Zoom and other platforms. With this change, Pālamanui is able to have Math and Science tutors available through Zoom.
- We procured peer mentors available to work with and tutor students when needed using grant funds in all the academic years covered here. With COVID-19, we have implemented tutor.com to help the students out when they've requested assistance. Providing students with 24/7 access to tutor.com means that students are able to work during the day and can receive after-hours tutoring when they get home from work.

**COVID-19 Positive Outcomes (Includes Enrollment):**

- Increased availability and options for students to take MNS courses

    - Zoom allowed more access for MNS lecture courses for Pālamanui students.
    - Online synchronous, asynchronous, and blended science lab modalities were developed, increasing online access for some students.
    - Enrollment in online lectures increased on our campus due to students from other campuses. Our F2F labs also gained additional students, since some local students had home campus elsewhere and were able to take remote lectures there, but needed laboratory courses that were not offered online.
    - Meetings via Zoom allowed the students to interact with each other and learn from each other when F2F modalities would have required 3-6' social distancing.
- Increased professional development opportunities became available through HawCC and UH System.
    - This increased the quality of online teaching and learning, because we have all learned many new skills that we will continue to use.
- Creation of OER Resources & Textbook Cost Zero (TXT0)
    - The access to open and freely available textbook material (through the Textbook Cost Zero program) for students has increased. It has pushed faculty to seek out the multitude of OER content that is available, as well as the creation of new OER lab manuals in nearly ALL science lab courses. PHYL141L/142L, BIOL 171L/172L, and MICRO140L began using faculty-created OER lab manuals starting in Fall 2019. When we transitioned to online due to COVID, the flexibility of OER was really useful. Our department has increased the number of TXT0 courses significantly over the last three years.
        - Since Spring 2019, when the Textbook Cost Zero program began, the MNS department had used OER in a total of 71 courses, serving 1353 total students, and with an estimated cost savings of $135,300.00 (per ITSO data).
        - This is the list of faculty-created OER during AY2018-2021 (three others have been funded for creation during AY2021-2022). Courses with an asterisk were completed without funding through the HawCC OER creation program.

- BIOL 171L (2019-2020): Namba/Phillips
- BIOL 172L (2019-2020): Namba/Phillips
- BIOL 275L (2019-2020): Phillips
- MICR 140L (2019-2020): Loveday/Decker
- PHYL 141L (2019-2020): Baldan Jenkins/Hall/Namba
- BIOL 101L (2020-2021): Phillips*
- PHYL 142L (2020-2021): Baldan Jenkins/Hall/Namba*

○ Textbook Cost Zero Courses in Liberal Arts

| Semester | # LBRT TXT0 Classes |
|---|---|
| Summer 21 | 14 |
| Spring 21 | 58 |
| Fall 20 | 48 |
| Summer 20 | 8 |
| Spring 20 | 33 |
| Fall 19 | 16 |
| **TOTAL** | **177** |

○ Table 7

- Funding and Equipment
  - CARES and HEERF funds helped address some of the science lab supply and teaching equipment needs. The first round of funding (CARES) aimed to procure disposable materials that could be sent home with students as kits. The second round included ten new microscopes (although this is still not enough for each student to have one to use in the two different lab spaces). New laptops for OER use in the Biology labs were obtained by two faculty members who created OER materials for the labs.
  - CARES and HEERF funds also assisted in providing students with laptops and headsets that they could borrow from the Learning Center and Hale Kea Testing Center, which allowed them to continue with school when the transition from in-person to online classes happened

practically overnight. The continuation of this service is greatly appreciated and needed given the socioeconomic challenges of our student and faculty population.

- English Department
    - Firstly, the English Department Chair has interviewed and found new lecturers to help teach courses since the department lost three full-time faculty members and most of our previous lecturers. We are also working on creating better onboarding practices for lecturers. Secondly, the English department faculty continue to work with Student Services to try to implement, adapt, and adopt KapCC's placement tool as a starting point for all incoming students with support/advice from Counseling, TLC, Hale Kea, and English department faculty. Thirdly, the English department will be offering seven in-person courses in the Spring 2022 semester for students who need and prefer courses offered in that modality.

*Department Goals for the next three years (separate from Action Plan below)*

## Math & Natural Sciences

- STEM Enrollment
    - Getting more students into STEM courses is a top goal. We will work with the high schools to try to recruit more students. We hope to also resume traditional tutoring services and provide a space for students to study, work together, and get to know one another.
- Personnel
    - It is essential to rehire the science lab coordinators.
    - With the loss of two math faculty, we feel it is important to hire another math and one biology instructor to decrease the number of lecturers needed, which are difficult to find for several science courses. This would also relieve some stress on the current faculty to keep up with committee work, etc.
- Expanding course offerings

    - We need to add a wider variety of relevant intro science courses. Such courses would make STEM more inviting and would broaden our offerings and contributions.
    - We plan to develop a Marine Option Program academic subject certificate (ASC) to provide students options to enter the Marine Option Program (MOP) Program at other campuses. Currently, we are one of the few colleges that do not have this certificate.
- Place Based Learning
    - Incorporating more place-based learning and content that is relevant to our island, including ways to get our students exposed to science that happens on our island (e.g. employers, UHH professors, professionals in the field, etc) will foster students' interest in science and make them aware of the possibilities of science careers.
    - We will continue collaborating with HWST faculty and staff to combine scientific ways of knowing.
- Revisions to current content, modalities, and pedagogy
    - Ensure that students are learning what they need to be successful in all courses - for example, collaborating with faculty in MNS and other disciplines to help contextualize math skills needed for other courses and preparing students for higher math or science courses. Potentially doing FYE for pre-nursing students or summer boot-camp type of courses for reading - or changing prerequisites to include ENG102. Faculty will be exploring the possibility of these options in the future by talking to various stakeholders.
    - Continue to increase OER options for students in STEM lectures and labs.
    - Increase course-related undergraduate research opportunities (MICR130L and BIOL275L are our only two courses and one is not currently available to students).
    - Expand asynchronous and other distance learning offerings in the Math department, especially for higher level Math courses to address concerns with low enrollment.
    - Increasing the number of high-quality online (synchronous, asynchronous, blended, hybrid) lecture and lab courses.

## 3. Program Learning Outcomes or Unit/Service Outcomes

a) *Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the period of this Revie. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.*
b) *Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.*

**Program SLOs:**

1. **Communicate Effectively** - Speak and write to communicate information and ideas in academic settings.
    - Assessed through the following courses:
        - (2018-19) Biol 141, Biol 141L, Bot 130L, Eng 102, IS 101
        - (2019-20) Eng 22, Eng 100
        - (2020-21) Eng 275E, Phyl 141, Phyl 141L, Phyl 142, Phyl 142L
2. **Think Critically** - Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and make informed decisions.
    - Assessed through the following courses:
        - (2018-19) Bioc 141, Biol 100, Biol 100L, Biol 141, Biol 141L, Bot 130, Bot 130L, Eng 102, IS 101, Math 135, Math 241, Math 242, Psy 170, Sci 124, Sci 124L
        - (2019-20) Biol 101, Bot 105, Eng 100, Math 140, Psy 100, Psy 275, Soc 100, SSci 111
        - (2020-21) Eng 257E, Math 135, Math 120, Math 241, Phyl 141, Phyl 141L, SSci 111
3. **Reason Quantitatively** - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems.
    - Assessed through the following courses:
        - (2018-19) Math 135, Math 241, Math 242
        - (2019-20) Math 140

        - (2020-21) Math 115, Math 120, Math 135, Math 241
4. **Apply Areas of Knowledge** - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences and humanities.
    - Assessed through the following courses:
        - (2018-19) Asan 120, Biol 100, Biol 100L, Biol 141, Biol 141L, Bot 105, Bot 130, Bot 130L, Econ 130, Psy 170, Sci 14, Sci 124L
        - (2019-20) Anth 200, Art 217, Biol 101, Bot 105, Econ 131, Geog 102, Psy 100, Psy 275, SSci 111
        - (2020-21) Art 111, Art 114, Math 120, Phyl 141, Phyl 141L, Phyl 142, Phyl 142L, SSci 111
5. **Engage as Global Citizens** - Demonstrate awareness of the relationship between self, community and the environment, respecting cultural diversity and an understanding of ethical behavior.
    - Assessed through the following courses:
        - (2018-19) Asan 120, Bot 105, Bot 130, Bot 130L, IS 101, Psy 170, Sci 124
        - (2019-20) Anth 200, Bot 105, Psy 100
        - (2020-21) Phyl 141, Phyl 141L, Eng 257E

## Discussion of Course Assessments

| **2018-19** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| Asan 120<br><br>Humanities (HUM)<br><br>Fall 18 | CLO 1: 100% Met/Exceeded<br><br>CLO 2: 74% Met or Exceeded, 26% Not Met | Initial - Final Paper. 19 students assessed. |
| Bioc 141 | CLO 1: 87.5% Met, 12.5% Partially Met | Initial - Final Comprehensive Exam. 8 students assessed. Teaching strategy for CLO |

| **2018-19** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| Science (MNS)<br><br>Spring 19 | CLO 2: 87.5% Met or Exceeded, 12.5% Not Met<br><br>CLO 3: 62.5% Met or Exceeded, 25% Partially Met, 12.5% Not Met<br><br>CLO 5: 75% Met or Exceeded, 12.5% Partially Met, 12.5% Not Met | 1 is strong; the one student who did not meet had personal challenges outside of class. Plan: Sustain and maintain effective teaching strategy. Add more emphasis on CLO#3 in the future. |
| Biol 100<br><br>Science (MNS)<br><br>Spring 19 | CLO 1: 88% Met or Exceeded, 12% Partially Met<br><br>CLO 2: 82% Met or Exceeded, 12% Partially Met, 6% Not Met<br><br>CLO 3: 82% Met or Exceeded, 18% Partially Met<br><br>CLO 4: 65% Met or Exceeded, 29% Partially Met, 6% Not Met | CTL - Final Exam. 17 students assessed. The assessment questions above were embedded within the final exa Pālamanuii - This course was taught as an early college course and the lab was not able to be provided for this group during the same semester. Tried to add a few lab activities to the lecture, and this took some of the lecture time. This particular group of students was at a very high level. They have all recently had AP BIO. Could have spent more time on pathology. Manono - Students who took BIOL100 and BIOL100Lab together showed better results on the final exam, as well as a better understanding of the scientific method. Would recommend having these courses as corequisite. |
| Biol 100L<br><br>Science (MNS)<br><br>Spring 19 | CLO 1: 75% Met or Exceeded, 25% Partially Met<br>(Identify, describe and explain the basic terminology of human anatomical structures and physiological processes.)<br><br>CLO 3: 87.5% Exceeded, 12.5% Partially Met<br>(Apply the scientific method to understand human biology.) | CTL - Exam. 8 students assessed. The assessment questions were embedded within the exam. The group of students was somewhat challenging, 14 male and one female Fire Science students. Majority of the group had a very practical interest in biology, and they did better in class work, but were less successful in quizzes and homework (lab reports). Tried to incorporate topics that would be more interesting to the students and included short videos with subjects and |

| **2018-19** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | | methods relative to the labs in presentations. |
| Biol 141<br><br>Science (MNS)<br><br>Fall 18<br><br>Initial<br><br>Final Exam | CLO 2: 45% Met or Exceeded, 22% Partially Met, 33% Not Met (Discuss basic chemistry, including atomic structure, bonding, organic compounds, fluid balance and pH.)<br><br>CLO 3: 36% Met or Exceeded, 17% Partially Met, 47% Not Met (Describe cell biology, membranes, organelles, mitosis and meiosis.)<br><br>CLO 4: 39% Met or Exceeded, 30.5% Partially Met, 30.5% Not Met (Describe tissues and membranes; cell types, composition, organization and function.)<br><br>CLO 5: 47% Met or Exceeded, 28% Partially Met, 25% Not Met (Describe anatomic terminology and the levels of structural organization within the human body.)<br><br>CLO 6: 25% Met or Exceeded, 36% Partially Met, 39% Not Met (Describe the gross anatomy (parts, physical, characteristics and organization) of the integumentary system, skeletal system, muscular system, digestive system, respiratory system, and cardio-vascular systems of human.) | 36 students assessed. Artifacts from four sections taught by multiple instructors were collected. The same 36 questions were used for the final exams across all sections. Final exams from approximately 50% of students randomly selected from each section were used for this analysis. Except for CLO8, many students are not meeting the current learning outcomes of this course. In particular, CLO3, 4, 6 and 7 had more than 60% of students falling into either “developing” or “do not meet” categories. Students were able to answer certain questions very well, but there were a few questions which the majority of students could not answer correctly. In general, students seemed to have more difficulty on topics covered earlier in the semester. Currently, this course does not have any science PreReq. From the instructors' anecdotal evidence over the years, we believe that a solid foundation in basic scientific concepts, as well as in quantitative reasoning (MATH) and textbook reading comprehension (ENG) are critical for student success in this clas. At many institutions, the equivalent course typically has English, Math and Science PreReq, and usually is designed for second-year college students. Plan: Incorporate more examples of disorders and diseases as we teach the content for the other CLOs to emphasize the connection between these somewhat abstract concepts to real-life examples and situations. One way to do this is to use case studies. Develop better CLOs that encompass the essential knowledge and skills students should be able to develop and demonstrate after taking this course. Also work with other science and nursing faculty to |

| **2018-19** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | CLO 7: 36% Met or Exceeded, 28% Partially Met, 36% Not Met (Discuss the cellular structure and cell physiology of the integumentary system, skeletal system, muscular system, digestive system, respiratory system, and cardio-vascular systems of humans.)<br><br>CLO 8: 78% Met or Exceeded, 11% Partially Met, 11% Not Met (Describe the disorders and homeostatic imbalances of the integumentary system, skeletal system, muscular system, digestive system, respiratory system, and cardiovascular systems of humans.) | develop CLOs that better align with other courses in the programs. Incorporate active learning techniques (such as AVID) to increase student engagement in class to improve student learning. Identify the best combination of Pre-req for this class so that the students are better prepared to tackle the heavy scientific content. |
| Biol 141L<br><br>Science (MNS)<br><br>Fall 18 | CLO 2: 83% Met or Exceeded, 14% Partially Met, 3% Not Met (List procedural steps on carrying out their experiments and construct an organized, formal lab report.)<br><br>CLO 3: 77% Met or Exceeded, 11.5% Partially Met, 11.5% Not Met<br>(Use microscopic observation, digital photography and computer microscopy to identify specific tissues and organ sections and their corresponding anatomical structures.)<br><br>CLO 4: 77% Met or Exceeded, 14% Partially Met, 9% Not Met | Initial - Lab Report and Final Practicum. 36 students assessed. We chose ~ 30% of students (5-6 students per each of 7 sections) randomly to collect artifacts. Overall, student achievement was very high, but there were areas that were weaker than others. Plan: Get a better understanding of student achievement in this course, we need to make sure that all instructors know how to carry out assessment plan and follow through. Some lecturers had a hard time understanding what they were supposed to do. Instructors should have examples of what “good” lab reports (and “not so good” reports) look like and also spend the semester working with the students.<br>The assessment questions were based on students’ ability to connect knowledge to real specimens (slides and animal organs). We found that students had low scores on |

| **2018-19** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | (Demonstrate proper techniques to manipulate and dissect fetal pigs and other mammalian organs as required, and promote a healthy and safe laboratory environment.)<br><br>CLO 5: 86% Met or Exceeded, 9% Partially Met, 3% Not Met<br>(Demonstrate a thorough knowledge of the anatomy of the Integumentary, Skeletal, Muscular, Digestive, Respiratory and Circulatory Systems, as well as carry out experiments with cardiovascular pulse and blood pressure.) | questions that demonstrate their ability to link tissues to an organ, and its function, when shown a histology slide. Many students spend a minimum amount of time in the lab and try to complete the assignments outside of the lab. Instructors need to make sure that students spend time IN the lab using the lab resources to learn the materials. We should encourage students to use the entire lab period to complete as much as possible. Instructors should help students clearly understand the objectives of each lab activity prior to carrying out the activity, so that they connect the learned knowledge to the hands-on activity while carrying out the activity or experiment. We should also encourage weak writers to meet with writing tutors or science tutors who have experience with lab report writing. Introduce teaching techniques like AVID to help them develop comprehension through writing in the class may be one way to develop the writing skills of these students. |
| Bot 105<br><br>Science (MNS)<br><br>Fall 18 | CLO 1: 75% Met or Exceeded, 12.5% Partially Met, 12.5% Not Met<br>(Demonstrate knowledge of the scientific method and how it is used to solve problems in ethnobotany.)<br><br>CLO 2: 50% Met or Exceeded, 25% Partially Met, 25% Not Met<br>(Describe a diversity of ways in which plants and uses of plants have shaped past cultural and historical developments.)<br><br>CLO 3: 72.5% Met or Exceeded, 37.5% Not Met | Initial - Final Exam. 8 students assessed. It appears that the vast majority of the students did well with this learning objective with 6 out of 8 either meeting or exceeding. The scientific method was discussed extensively this semester and it appears that they had a good grasp of the concepts. Nonetheless, the 2 students who either partially met or did not meet indicate that teaching this CLO can be improved. We will try to provide students with more hands-on examples of how to use the scientific method to solve ethnobotanical mysteries. |

| **2018-19** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | (Discuss and appreciate the roles of plants in their personal daily lives.)<br><br>CLO 4: 72.5% Met or Exceeded, 37.5% Not Met<br>(Recognize culturally important plants that are found in their communities.) | |
| Bot 130<br><br>Science (MNS)<br><br>Fall 18 | CLO 1: 84% Met or Exceeded, 8% Partially Met, 8% Not Met<br>(Apply scientific method to formulate accurate conclusions.)<br><br>CLO 2: 84% Met or Exceeded, 8% Partially Met, 8% Not Met<br>(Identify common threats to native plant species in Hawai'i.)<br><br>CLO 3: 84% Met or Exceeded, 8% Partially Met, 8% Not Met<br>(Distinguish the major plant divisions represented in Hawai'i.)<br><br>CLO 4: 84% Met or Exceeded, 8% Partially Met, 8% Not Met<br>(Describe plant status (Endemic, Indigenous, Polynesian introduction, Introduced, Naturalized (invasive).)<br><br>CLO 5: 84% Met or Exceeded, 8% Partially Met, 8% Not Met<br>(Identify common native plants.) | CTL - Final Exam. 14 students assessed. Students were able to process information on most aspects of the class. Hands-on, in-the-field practice helps to solidify plant identification skills. Also helps in understanding conservation techniques and concepts. The challenges discussed in the pre-assessment were solved by more hands-on opportunities to ID plants. Better summarization of lessons for students by faculty is recommended. Action Plan Strategies include more time for discussion and debriefings after lessons to make sure students grasp main concepts of the lesson. |
| Bot 130L<br><br>Science (MNS) | CLO 1: 79% Met or Exceeded, 7% Partially Met, 14% Not Met<br>(Apply scientific method to formulate accurate conclusions.) | CTL - Final Exam. 14 students assessed. There was a lot of hands-on identification to this final exam. There were both slides and live plant samples for each of the identity |

| **2018-19** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| Fall 18 | CLO 2: 79% Met or Exceeded, 7% Partially Met, 14% Not Met (Identify common threats to native plant species in Hawai'i.)<br><br>CLO 3: 79% Met or Exceeded, 7% Partially Met, 14% Not Met (Distinguish the major plant divisions represented in Hawai'i.)<br><br>CLO 4: 79% Met or Exceeded, 7% Partially Met, 14% Not Met (Describe plant status (Endemic, Indigenous, Polynesian introduction, Introduced, Naturalized (invasive).)<br><br>CLO 5: 79% Met or Exceeded, 7% Partially Met, 14% Not Met (Identify common native plants.) | questions. However, if the student did not attend class field trips, they were at a disadvantage. The challenge was being able to recognize a plant from only a picture and a part of the plant since we were not out in the field for the actual exam. |
| Econ 130<br><br>Social Science (SSCI)<br><br>Spring 19 | CLO 3: 82% Met or Exceeded, 4.5% Partially Met, 13.5% Not Met<br>(Apply marginal analysis and the economic way of thinking in decision-making.) | Initial - Article Review. 22 students assessed. The three students (17%) who did not meet the standard failed to submit the required news analysis as they were disappearers from the course. Strengths of this course are the ability for students to apply economic theories to current issues facing the nation and to be able to provide rationale for these economic events. These real-world applications provide a more in-depth understanding of the concepts that cannot be learned from simply reading the text. One of the main challenges of this course is the outdated and limited material provided with the current OER textbook. Published in 2017, although the concepts are relevant, the numerical data is no longer current. Another challenge faced is students not reading the text material as assigned. Plan: Adapt OER text to |

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| **Course** | **Quantitative Results** | **Details & Notes** |
| | | include updated data as well as economic issues as they pertain to Hawaii. Provide a variety of resources including: slides, videos, podcasts, economic newsletters, FRED data to ensure comprehension of topics. Include weekly quizzes on chapter readings to encourage reading compliance. |
| Eng 102<br><br>English (ENG)<br><br>Spring 19 | CLO 1: 83% Met, 17% Partially Met<br>(Apply reading and study skills necessary for success in college-level courses.)<br><br>CLO 2: 40% Met or Exceeded, 28% Partially Met, 32% Not Met<br>(Demonstrate increased vocabulary skills, as well as skills in comprehending unknown words through context clues, word construction, and origin.)<br><br>CLO 3: 40% Met or Exceeded, 28% Partially Met, 32% Not Met<br>(Distinguish between stated or implied main ideas and supporting details, as well as locate specific information.)<br><br>CLO 4: 32% Met or Exceeded, 32% Partially Met, 36% Not Met<br>(Analyze, organize, evaluate, and synthesize ideas from textbooks, periodicals, literature, and Internet sources.)<br><br>CLO 5: 32% Met or Exceeded, 32% Partially Met, 36% Not Met<br>(Recognize different literary | Initial - Final Exam. 25 students assessed. For CLO 1 and 6, students were given a print article at their timed final exam and asked to highlight and/or annotate it and to underline unknown words. Faculty/test proctors collected the articles after the exam and returned them to the assessment committee. Three faculty met to evaluate the collected articles. All submissions for the 2 course sections were assessed (one ENG 102 DE course, one ENG 102/21 ALP face-to-face course). Overall, this was the most problematic section of the assessment. After struggling, they decided they could not assess this task with their prepared rubric.<br>Plan: The committee will meet to consider, with department input, revisions and updates to CLOs that may not be fully addressing and measuring student learning in the course. Before closing the loop, the assessment design, prompt, and rubric will be refined to include better identification of qualities of a strong, credible source and successful search pathway. The annotation/highlighting task will likely be replaced as a result of multiple problems that arose during the pilot, which should improve the measurement of critical reading skills. Department faculty will explore ways to better integrate information |

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| | elements in both fiction and nonfiction works.)<br><br>CLO 6: 79% Met or Exceeded, 7% Partially Met, 14% Not Met (Demonstrate increased proficiency (rate and comprehension) in reading college-level materials across a range of genres and disciplines.)<br><br>CLO 7: 48% Met, 20% Partially Met, 32% Not Met (Effectively access library resources and appropriately cite these materials when writing accurate paraphrases and summaries.) | competency skills into instruction, particularly for DE classes.<br><br>For CLO 2 and 3, students were asked to write a brief summary of an article. Compared to the other sections of this project, this task felt more straightforward to assess with our rubric<br><br>For CLO 4 and 5, students were asked to write a critical analysis of the article. This was the section of the rubric we revised the most heavily in the months preceding the assessment. We anticipated that students might approach the task in many different ways, so we wanted to be flexible in how we identified evidence of critical reading (e.g., identifying tone, bias, assumptions, evidence). Nevertheless, students generally did poorly on this task, failing to use language of rhetorical analysis to identify elements of the writer's argument, evidence, style, and other strategie. The DE students scored below the face-to-face average on this skill. In terms of the assessment design, a more detailed prompt might help students better understand what skills they were being asked to demonstrate. |
| IS 101<br><br>Social Science (SSCI)<br><br>Spring 19 | CLO 1: 48% Met, 28% Partially Met, 24% Not Met (Communication - Speak and write to communicate information and ideas in professional, academic and personal settings.)<br><br>CLO 2: 43% Met, 43% Partially Met, 14% Not Met (Critical Thinking - Make informed decisions through | CTL - Final Project, Reflection Paper. 21 students assessed. Each artifact was read and scored on the attached rubric by two faculty members; artifacts that received different scores from each reader were reviewed and scored by a third reader. Readers discussed the artefacts and scores in an open, frank and collaborative dialogue session. Plan: Create a new common summative assignment that all sections and instructors must use; it must reflect the CLOs and provide opportunities for students to demonstrate they have met the |

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| | analyzing and evaluating information.)<br><br>CLO 3: 43% Met, 43% Partially Met, 14% Not Met<br>(Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environments.) | CLOs. Textbooks – Mead for Early College; Downing for HawCC (need common text). Create a common syllabus but modified for 3 tracks: EDvance, Early College, & HawCC Create a new rubric that matches CLOs and the new summative assignment. Course Outline of Record (COR) from Kuali needs to be provided and mandated for all sections and instructor. Discuss with the DC to schedule monthly follow-up monthly meeting re: "community of practice support." No continuity in actual instruction in the classroom – need better leadership to follow up and management of the sections across the different instructional sites. |
| Math 135<br><br>Math (MNS)<br><br>Fall 18 | CLO 1: 84.5% Met or Exceeded, 12.5% Partially Met<br>(Analyze the graphical and algebraic characteristics of functions, including polynomial, rational, exponential, and logarithmic.)<br><br>CLO 2: 94% Met or Exceeded, 6% Partially Met<br>(Use mathematical modeling techniques to solve problems.)<br><br>CLO 3: 81% Met or Exceeded, 13% Partially Met, 6% Not Met<br>(Utilize graphing technology to analyze functions.) | CTL - Final Exam. 16 students assessed. Embedded questions on the final. Those students that did not meet performed poorly in all areas of the assessment. Require students that preform poorly on chapter exams to visit the tutor. Offer student support. |
| Math 241<br><br>Math (MNS)<br><br>Fall 18 | CLO 1: 100% Met or Exceeded<br>(Demonstrate the mathematical skills and calculus techniques needed to differentiate multiple types of functions.) | CTL - Final Exam. 8 students assessed. Embedded questions on the final exam. This course is heavily focused on differentiation, and by the final exam most students are proficient at taking derivatives. Continue to emphasize rules and techniques of efficient |

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| **Course** | **Quantitative Results** | **Details & Notes** |
| | CLO 2: 62.5% Met or Exceeded, 37.5% Partially Met (Demonstrate the mathematical skills and calculus techniques needed to integrate multiple types of functions.)<br><br>CLO 3: 25% Met or Exceeded, 50% Partially Met, 25% Not Met (Demonstrate an ability to solve applications involving differentiation.) | differentiation. Continue to focus on proper notation |
| Math 242<br><br>Math (MNS)<br><br>Spring 19 | CLO 1: 43% Met or Exceeded, 37.5% Partially Met (Solve indefinite integrals analytically.)<br><br>CLO 2: 72% Met or Exceeded, 14% Partially Met, 14% Not Met (Apply standard techniques of integration, such as u-substitution, integration by parts. Special forms of trigonometric functions, trigonometric substitution, partial fractions, and various rationalizing techniques.)<br><br>CLO 3: 72% Met or Exceeded, 14% Partially Met, 14% Not Met (Utilize integration techniques to solve problems in business and the sciences.)<br><br>CLO 4: 57% Met or Exceeded, 29% Partially Met, 14% Not Met (Apply series techniques to applications.) | Initial - Final Exam. 7 students assessed. Embedded questions on the final exam. This is an academically challenging course and often the concepts can be confused with each othe. We found that strategies were not being used to completion. Plam: Review finite limits and limit laws. |
| Psy 170 | CLO 2: 76% Met or Exceeded, | CTL - Final Paper. 17 students assessed. |

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| **Course** | **Quantitative Results** | **Details & Notes** |
| Social Science (SSCI)<br><br>Spring 19 | 6% Partially Met, 18% Not Met (Apply psychological concepts and theories to their own lives.)<br><br>CLO 3: 72% Met or Exceeded, 14% Partially Met, 14% Not Met (Describe specific strategies which can decrease stress and enhance quality of life for self and others.) | Students were scored by a team of three psychology faculty using a rubric. The Assessment Team met and discussed the results of their individual scores. The team asked the Lecturer to create an Initial Assessment for CLO 1, since it wasn't measured by the Final Paper assignment. Plan: Create Assessment exam for CLO 1 for next Assessment cycle. |
| Sci 124<br><br>Science (MNS)<br><br>Spring 19 | CLO 1: 56% Met, 25% Partially Met, 19% Not Met<br>(Apply scientific method to address issues in the environmental sciences.)<br><br>CLO 2: 61% Met or Exceeded, 8% Partially Met, 31% Not Met (Describe key ecological processes.)<br><br>CLO 3: 63% Met or Exceeded, 4% Partially Met, 33% Not Met (Appraise the effect of human activity on the environment.) | Initial - Final Exam. 52 students assessed. The assessment was conducted in three sections. To assess student attainment of these objectives a final test, containing 46 multiple choice and true/false questions, was given that contained two question that addressed skills and knowledge included in CLO 1, 27 questions that addressed skills and knowledge for CLO 2, and 24 questions that addressed skills and knowledge for CLO 3 (some questions addressed more than one CLO and were counted independently for each CLO addressed). There was considerable variation in achievement over sections, indicating differences in teaching content and style between the instructors. |
| Sci 124L<br><br>Science (MNS)<br><br>Spring 19 | CLO 1: 48% Met, 52% Not Met (Use the scientific method to answer questions.)<br><br>CLO 2: 88% Met, 12% Not Met (Observe accurately and record measurement precisely.)<br><br>CLO 3: 48% Met, 52% Not Met (Gather, analyze and evaluate information.) | Initial - Final Report. 25 students assessed. The assessment was conducted in two sections. Each instructor submitted student reports from a near-end-of-semester lab that they felt met the CLO expectations. These were analyzed by a third party. Overall, there were clear differences between the two sections taught, with successful obtainment of all CLOs in Section 1 and successful obtainment of CLO 2 only in Section 2. The Hilo section met the objectives for all three CLOs but was weakest for CLO 3. Instructors |

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| | | will be encouraged to continue teaching in a similar manner with slightly more emphasis on data analysis. The artifacts submitted for t Pālamanuii section were, perhaps, not the best choice to address these CLO. For the next Closing the Loop assessment, will work with instructors to ensure that the submitted artifacts allow the CLO to be better assessed. |

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| **Course** | **Quantitative Results** | **Details & Notes** |
| Anth 200<br><br>Social Science (SSCI)<br><br>Fall 19 | CLO 2: 100% Met or Exceeded<br>(Recognize and describe diversity across cultures.) | Initial - Final Research Paper. 16 students assessed. A random sample of 16 papers of a total of 53 students enrolled in three sections taught by two lecturers were scored using a rubric. The value of this assessment round was the rich discussion which occurred between the two instructors. They exchanged information about their texts, resources, and the role of discussion in meeting CLOs as a buttressing activity to the writing of the paper. Plan: The Common Rubric went through about 5 different drafts before the Team felt that they had made a better fit with both the Assignment and the CLOs. Both lecturers will make changes in how the instructions to their Assessment Assignments are worded to increase clarity and precision around measuring of the 3 CLOs. The modified rubric will be utilized in the CTL assessment. |
| Art 217<br><br>Humanities (HUM)<br><br>Fall 19 | CLO 1: 73% Met, 13.5% Partially Met, 13.5% Not Met<br>(Demonstrate control of ink characteristics and print medium interactions | INITIAL - Individual Project: Create a poster by using at least three colors. 15 students assessed. This is a studio class and students have to work physically and do prints in the classroom. Most students do not know ink characteristics and print medium interactions when the semester starts. |

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| | through the production of multiple, successive quality prints.)<br><br>CLO 2: 80% Met or Exceeded, 13.5% Partially Met, 6.5% Not Met (Produce screen prints that visually demonstrate a unique artistic voice.)<br><br>CLO 3: 80% Met or Exceeded, 13.5% Partially Met, 6.5% Not Met (Produce a portfolio that demonstrates understanding of screen printing techniques and processes.) | Students learn knowledge from lectures and teacher's demonstrations and through the experience of the physical trial of printing. Even though they experience difficulties and mistakes early, their motivation and number of practices will bring them confidence and success in printing. Most students attend the class consistently and work for printing, but some student's attendance rate is low. If students do not show up for the class they fall behind not only in turning in the projects but also in learning the techniques. This is a hands-on class, and students have to do the work to succeed. Another problem is affordability of materials. Students need to procure their own supply, and some have financial concerns. If students have a limited amount of supplies, their motivation will not be high. Lack of practice printing on paper, results in poor printing. |
| Biol 101<br><br>Science (MNS)<br><br>Fall 19 | CLO 1: 65% Met or Exceeded, 19% Partially Met, 16% Not Met (Apply the scientific method of inquiry to the collection, analysis, and interpretation of biological data.)<br><br>CLO 2: 67% Met or Exceeded, 14% Partially Met, 19% Not Met (Analyze biological and chemical properties, metabolic processes, inheritance patterns, and ecological relationships of living organisms.)<br><br>CLO 3: 64% Met or | INITIAL - Unit 4 Project "La'au Lapa Au," Unit Exams 1 & 3, and Unit 2 Summative Paper ("You Are What You Eat" Paper). 42 students assessed. All content material for this course has been arranged into multiple overlapping biological “themes.” Students are allowed a choice menu of the themes with which to study the content material, and four of the themes are chosen under four different categories in order to ensure content coverage. While some material overlaps and builds off of each other, due to the nature of this arrangement, each themed “unit” has a summative assignment for that particular content and theme. (Note: Students generally choose the same themes every semester with only slight variations, but the choice of options allows them to have ownership over their own learning). During the writing of this assessment, it was observed that the current CLOs for this course as written do not reflect its status as a non-majors course. In comparison to other BIOL101 courses across the system, these |

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| | Exceeded, 22.5% Partially Met, 14.5% Not Met (Evaluate the roles of DNA, protein synthesis, and evolutionary mechanisms for producing micro- and macro-evolutionary change, and apply these relationships to the phylogenetic classification and diversity of organisms.)<br><br>CLO 4: 67% Met or Exceeded, 14% Partially Met, 19% Not Met (Identify modern biotechnological techniques and relate their applications to the fields of genetics, evolution, and conservation biology.) | CLOs were written for a more advanced course, and are more appropriate to a majors course requirement. It is expected that after assessment, it will be desirable to write new CLOs. Due to the complex nature of the CLOs, it was only possible to assess parts of some of the CLOs as specified under each unit. Also when courses were disaggregated, there was a very large difference between the course that contained primarily trades course student and the non-trades course. Some new teaching strategies for the trades course may be appropriate. Plan: CLOs will be revised via fast-track. Instructor will work with the Assessment coordinator to revise. |
| Bot 105<br><br>Science (MNS)<br><br>Fall 19 | CLO 1: 86% Met or Exceeded, 4% Not Met (Demonstrate knowledge of the scientific method and how it is used to solve problems in ethnobotany.)<br>CLO 2: 29% Met or Exceeded, 57% Partially Met, 14% Not Met (Describe a diversity of ways in which plants and uses of plants have shaped past cultural and historical developments.)<br><br>CLO 3: 72% Met or Exceeded, 14% Partially | CTL - Final Exam. 7 students assessed. The final exam was used to assess CLOs 2, 3 and 4, while a separate assignment was used to assess CLO 1 as it was not adequately represented in the final exam. As mentioned in the initial assessment, students come into the class with various backgrounds in science and as this subject is complex, it is difficult to get everyone to meet the outcome expectations. We will continue to work with the hands-on approach for working with the scientific method. More practical problems will also be solved using the method as well. |

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| | Met, 14% Not Met (Discuss and appreciate the roles of plants in their personal daily lives.)<br><br>CLO 4: 14% Met or Exceeded, 43% Partially Met, 43% Not Met (Recognize culturally important plants that are found in their communities.) | |
| Econ 131<br><br>Social Science (SSCI)<br><br>Fall 19 | CLO 1: 56% Met or Exceeded, 24% Partially Met, 20% Not Met (Analyze and evaluate the effect of changes in market conditions on market prices and quantities using the supply and demand model.)<br><br>CLO 2: 32% Met or Exceeded, 48% Partially Met, 20% Not Met (Measure and interpret key macroeconomic variables.)<br><br>CLO 3: 32% Met or Exceeded, 48% Partially Met, 20% Not Met (Explain and interpret economic changes using the aggregate expenditure and aggregate demand-aggregate supply models.)<br><br>CLO 4: 72% Met or Exceeded, 16% Partially | Initial - Final Exam. 25 students assessed. The main strength of this course is that it allows students to be able to apply and relate course material to the current state of the economy. This is evident by the majority of students meeting or exceeding expectations for CLO's 3 and 4. It is clear that most students are able to positively identify policy types and evaluate the effect on macroeconomic variables.<br><br>The main challenge with this course was having students graphically illustrate and analyze supply and demand models. The results from the collected artifacts showed a lack of understanding in regards to the supply and demand models. Students participated in class discussions and assignments which showed their ability to properly analyze changes in market conditions. The students will need to be able to fully understand the effects of changes in market conditions on the supply and demand model so that they may better apply this knowledge at the end of the semester. Plan:<br>There will be more practice/assignments for students to illustrate shifts in supply and demand as well as evaluating their implications. Instructor will create more video tutorials demonstrating the illustration of graphs and impacts on different economic scenarios, emphasizing increases and decreases in price and |

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| | Met, 12% Not Met (Evaluate the impact of monetary and fiscal policies on the economy.)<br><br>CLO 5: 72% Met or Exceeded, 16% Partially Met, 12% Not Met (Describe how current event issues relate to macroeconomics.) | quantity. More time will be spent on the effects of market conditions and the aggregate demand/ aggregate supply models. |
| Eng 22<br><br>English (ENG)<br><br>Fall 19 | CLO 1: 71% Met, 29% Not Met (Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.) | Initial - Final Essay. 121 students assessed. We intentionally left the assignment requirements broad to gather information regarding what type of end of semester assignments instructors are using. We will require more specific guidelines for future assessments to see how the assignments address the CLOs. We also need to make some adjustments to the rubric to obtain more accurate assessments particularly in better assessing students' ability to analyze and synthesize information. |
| Eng 100<br><br>English (ENG)<br><br>Fall 19 | CLO 1: 50% Met or Exceeded, 33% Partially Met, 17% Not Met (Demonstrate college-level writing with a clear purpose, in a form appropriate to intended audiences.)<br><br>CLO 2: 42% Met or Exceeded, 24.5% Partially Met, 33.5% Not Met (Demonstrate critical thinking in the process of writing.)<br><br>CLO 3: 41% Met or | Initial - Final Essay. 243 students assessed. The large number of lecturer taught sections of ENG 100 in the Fall 2019 semester also illustrates that we need to spend more time preparing lecturers to effectively meet the CLOs for ENG 100. Plan: Require more specific guidelines for future assessments. Change the rubric to have the support section address imbalanced evidence, especially in arguments (lack of a counterargument) and to address content that is predominately source information without much analysis. Offer professional development opportunities, if funding is available, to help better prepare and support lecturers. Provide more opportunities for lecturers and faculty to meet with each other to discuss, share, and improve our course materials and teaching techniques. Request funding to pilot a multiple |

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| **Course** | **Quantitative Results** | **Details & Notes** |
| | Exceeded, 48% Partially Met, 11% Not Met (Document credible sources in accordance with an appropriate style guide.) | measures alternative to placement (English faculty create the writing sample prompts and assess them). |
| Geog 102<br><br>Social Science (SSCI)<br><br>Fall 19 | CLO 1: 82.25% Met or Exceeded, 12.5% Partially Met, 6.25% Not Met (Identify and demonstrate an understanding of major cultural/environmental characteristics of the world's geographic regions.) | Initial - Research Essay. 32 students assessed. Random selection of assessment assignments from two different sections taught by different instructors. The assessment team independently rated the random samples. Plan: Modify assignment to include a prompt that specifically addresses CLO2. For CTL ensure that both DE and F2F classes and all instructors of GEOG 102 will use the same assessment artifact. |
| Math 140<br><br>Math (MNS)<br><br>Fall 19 | CLO 1: 67% Met, 33% Not Met (Identify the graphical and algebraic characteristics of conic sections.)<br><br>CLO 2: 67% Met, 33% Not Met (Identify the graphical and algebraic characteristics of the trigonometric functions.)<br><br>CLO 3: 67% Met, 33% Not Met (Solve equations involving trigonometric functions.)<br><br>CLO 4: 50% Met, 50% Not Met (Use mathematical modeling techniques to | Initial - Final Exam. 6 students assessed. The time set for the course was early morning 8:00 AM so few students ended up coming to the class late or being absent regularly. Students should be more responsible to attend the classes on time and submit their assignments regularly. Instructor can use more visual methods to teach the topic. More practice problems can be given to the students as extra credit. |

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| | solve problems using the trigonometric function.)<br><br>CLO 5: 83% Met, 17% Not Met<br>(Employ appropriate technology.)<br><br>CLO 6: 83% Met, 17% Not Met<br>(Be sufficiently prepared to meet the demands of the next sequential math course.) | |
| Psy 100<br><br>Social Science (SSCI)<br><br>Fall 19 | CLO 1: 85% Met or Exceeded, 6% Partially Met, 9% Not Met<br>(Demonstrate an understanding of the field of psychology including vocabulary, principles, and theories.)<br><br>CLO 2: 85% Met or Exceeded, 6% Partially Met, 9% Not Met<br>(Describe the major research methods, ethical issues, and applications.)<br><br>CLO 3: 85% Met or Exceeded, 6% Partially Met, 9% Not Met<br>(Demonstrate an understanding of the biological and environmental basis of human behavior.) | Initial - Final Research Paper. 33 students assessed. The Final Paper for the course which assessed all four CLOs for PSY. 100 was assigned to 7 sections of the course in Fall 2019, 3 were Completely Online (COL) sections and 4 were f2f sections. A random sample of 20% papers from a total of 161 students was collected which totaled 33 artifacts to be assessed. A scoring team of 3 met to individually score each artifact on 3 components which reflected 4 CLOs. An average score for each artifact was calculated by adding the 3 individual scores together and dividing by 3. In this Initial Assessment, all 5 instructors of the 7 sections of PSY. 100 collaborated on refining and clarifying the Final Paper Assignment that is commonly assigned. They also worked on refining the Scoring Rubric. The team also felt that the assignment should specify that at least 2 additional sources outside of the textbook needed to be included in their research, cited both in-text and as a full citation at the end of the paper to familiarize students with the format expected in academic writing. Instructors will have the option of breaking up the deadlines of the Assignment in sections, to foster a focus on improvement and |

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| **Course** | **Quantitative Results** | **Details & Notes** |
| | CLO 4: 85% Met or Exceeded, 6% Partially Met, 9% Not Met (Apply course information to personal lives and possible careers.) | identifying students having difficulties early. Instructors will go over finding other research sources, APA format for in-text citations and References at the end of the paper. Assignment and Rubric will be given earlier in the semester, so students have the opportunity to revise and improve their papers |
| Psy 275<br><br>Social Science (SSCI)<br><br>Fall 19 | CLO 1: 86% Met or Exceeded, 14% Partially Met (Apply major concepts and theories of Jungian psychology to understanding the structure of the personality and intrapsychic processes.) | CTL - Essay on Jung Concepts. 7 students were assessed. The mid-term essay which requires students to describe and then apply Jungian theory to their own personalities was used as the Assessment artifact. A team of 3 PSY faculty scored the artifact. Students are successfully learning the theory and application of the Jungian theory which forms the foundation for the rest of the course. It was noted that this assignment only measures CLO 1 and the Final Project Paper needs to be evaluated as the Assessment Tool for CLO 2 and 4. This discussion led to the conclusion that CLO 3 needs to be changed to an objective through Fast Track, since it is a process not a measurable learning outcome. Plan: Move CLO #3 to an Objective through Fast Track. Implement Assessment of CLOs 2 and 4 through the Final Project Paper as the focus for the next Assessment cycle. |
| SSci 111<br><br>Social Science (SSCI)<br><br>Fall 19 | CLO 2: 100% Met (Analyze and evaluate benefits and drawbacks of various technological processes and approaches meant to serve human needs and address social problems.) | Initial - Final Research Paper. 12 students assessed. The Assessment assignment was a short final paper which involved identifying a social issue related to food, water, and energy and describing the pros and cons of different technological solutions. The assignment also involved students becoming familiar with researching and citing sources correctly. 100% of the students sampled achieved an average score which Met Expectations. The strength of this assessment round is that students seem to be achieving CLO 2. However, a weakness seems to be that the assignment inadequately assesses CLO 1 and CLO 3. Instructors will have a follow-up |

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| | | meeting to consider assignments which will better measure these CLOs. |
| Soc 100<br><br>Social Science (SSCI)<br><br>Fall 19 | CLO 2: 64% Met or Exceeded, 29% Partially Met, 7% Not Met (Apply a global perspective, use critical thinking skills and the scientific method to understand economic, political, and social issues and information.)<br><br>CLO 4: 86% Met or Exceeded, 14% Partially Met (Demonstrate engaged citizenry at global, national, state, and local levels.) | Initial - Final Research Essay. 14 students assessed. Out of a total of 48 students, 14 artifacts were randomly pulled. Three members of the SSCI Department met to discuss the results of scoring the artifacts from three Sociology 100 classes. The team members were SSCI faculty members. They used a summative research essay assignment which measured CLOs #2 and #4 scored by a 4-point Rubric. Plan: Review and edit CLOs for wording and redundancy. Explore a new or modified assessment assignment which measures CLO 1 and 2 to obtain better student achievement of the learning outcomes. |

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| Art 111<br><br>Humanities (HUM)<br><br>Spring 21 | CLO 1: 94% Exceeded, 6% Not Met (Demonstrate the knowledge and understanding of the color wheel.)<br><br>CLO 2: 88% Met or Exceeded, 6% Partially Met, 6% Not Met (Demonstrate the | Initial - Painting with Texture. 16 students assessed. Throughout the semester students gain the understanding of the concept, and the instructor has an opportunity to support their achievement through multiple assignments. One student was advised to withdraw the class multiple times but remain in the class. The student did not sufficiently attend classes or submission of the assignment. The class was conducted online via Zoom, so there were some challenges for this class. To give feedback to students through the video, not face-to-face, was a |

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| **Course** | **Quantitative Results** | **Details & Notes** |
| | knowledge of wash, glazing, graduated wash, wet into wet, lifting, scraping, resist, drops and splatter, and dry brush techniques within a watercolor painting.) | big challenge in a fine art class. They saw demonstrations through video frames but not the actual process in front of them. Speaking to everybody all the time was also a difficult situation. Not having an opportunity to talk one-on-one was a great loss. Instructor is planning to add one-on-one quality time with individual students during instruction time. Using the "group" tool of the Zoom meeting, one student could isolate from the others and the instructor will support and critique more individually. |
| Art 114<br><br>Humanities (HUM)<br><br>Spring 21 | CLO 1: 86% Met or Exceeded, 14% Partially Met<br>(Understand theories of color interaction and gain technical proficiency in controlling color effects.)<br><br>CLO 2: 79% Met or Exceeded, 21% Partially Met<br>(Knowledge of specific terminology related to color theory.)<br><br>CLO 3: 86% Met or Exceeded, 14% Partially Met<br>(Demonstrate skills in designing with color.) | Initial - Final Painting I & II. 14 students assessed. Although, due to COVID-19, the class changed to teaching online via zoom, this class is a more lecture oriented fine art class, so it was not challenging compared to a full painting class. However, conducting the class on Zoom, the instructor may not give enough feedback to some students who work at home to finish. Plan: Give more feedback while working on the painting, and encouragement to upload the works at a forum for discussion. Give extra assignments to fulfill the design skills for students not too familiar with designing. |
| Eng 257E<br><br>English (ENG)<br><br>Fall 20 | CLO 1: 62.5% Met or Exceeded, 25% Partially Met, 12.5% Not Met<br>(Apply basic concepts and terminology of literature and literary analysis for the | Initial - Literary Essay. 8 students assessed. For this assessment, we collected literary essays produced by students in the latter part of the semester. Three 200 level course instructors reviewed the samples and scored them using the performance rubric above. The three 200 level instructors/ readers found a |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | purpose of discussing and analyzing multicultural literature with understanding and appreciation.)<br><br>CLO 2: 60% Met or Exceeded, 35% Partially Met, 5% Not Met<br>(Write about literature with a clear and effective purpose, focus, organization, support, language, mechanics, and use of sources.) | consensus score based on a discussion of each sample. In response to the sample that did not meet the Thesis and Organization indicator, future sections of the course could create higher stakes around class and writing consultation attendance so that all students attend the in-class writing instruction and workshops and the required individual draft consultations. Student attendance for class sessions and consultations was less regular than had been observed in prior semesters. The assessment hui also recommended splitting up the thesis and organization indicators on the rubric to better distinguish the important CLO 1 elements of literary discussion and analysis from the CLO 2 elements of essay organization. Similarly, the group found that separating the introduction and conclusion indicators on the rubric would provide more specific information about what's working and what's not on the Introductions and Conclusions indicator. The introductions generally seemed fine, but the conclusions demonstrated an opportunity for development. Attaching higher stakes to class and draft consultations could also help with more consistently meeting this indicator and the Use of MLA formatting indicator. In response to the developing proficiency results on the Depth and Quality of Support indicator, the assessment hui determined that a basic level of skills with incorporating peer reviewed secondary sources was enough to meet the level required for support but that more skills with using support from the primary sources would be needed to demonstrate the indicator was met. This raises an interesting problem, as most of the class's lower stakes formative work such as reading journals and the higher stakes summative essays focused on using support from the primary source. The final essay required the use of secondary sources, however, which may have introduced a new challenge big enough to distract some students from the skills they |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | | had previously been able to demonstrate; two of the four samples failed to demonstrate the level of skill with primary sources needed to meet the indicator and focused too much on the newer skill of secondary source use. The group discussed the expectations for the Language and Mechanics indicator. There were some differences in opinion about how grammatical errors should be addressed, but the group generally landed on the position that an essay with errors could "meet" as long as it also showed some sophistication in sentence structure and vocabulary use. The percentages in the results are limited by the small sample size, as only four students completed the final assignment from which the samples were drawn. This was also the first full semester of zoom instruction during the pandemic, which introduced additional variables that may have affected the results. Levels of student motivation that differed from other semesters may have played a role, student attendance was less regular than in prior semesters, and the number of personal issues that students faced (homelessness, personal illness, death of a family member) also introduce additional challenges to learning and the production of quality work.<br>Plan: Add additional low stakes practices for developing a strong thesis and organization, MLA integration. Continue to encourage class and writing consultation attendance so that all students attend the in-class writing instruction and workshops and the required individual draft consultations. This could help improve results on the Thesis and Organization, Depth and Quality of Support, Introductions and Conclusions, and Use of MLA Formatting indicators. Separate the thesis and organization indicators on the rubric to better distinguish the important CLO 1 elements of literary discussion and analysis from the CLO 2 elements of essay organization. Separate the introduction and conclusion indicators on the rubric • Possibly sample |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | | essays focused on primary source analysis instead of ones focusing on secondary source analysis. |
| Math 115<br><br>Math (MNS)<br><br>Spring 21 | CLO 1: 62% Met or Exceeded, 24% Partially Met, 14% Not Met (Read and interpret statistical information presented in graphical formats.)<br><br>CLO 2: 62% Met or Exceeded, 26% Partially Met, 12% Not Met (Apply fundamental concepts and measures to quantitative data.)<br><br>CLO 3: 68% Met or Exceeded, 22% Partially Met, 10% Not Met (Understand the diverse scope of statistical applications.) | Initial - Final Exam. 50 students assessed. Math Department discussed questions to be embedded on the final exam. Those students that did not meet or partially met the expectations of the outcome did poorly on the exam overall. Plan: Require visits to the tutoring center throughout the semester Consider adding study groups as part of the last week of the course to encourage students to review as a team. |
| Math 120<br><br>Math (MNS)<br><br>Fall 20 | CLO 1: 60% Met or Exceeded, 30% Partially Met, 10% Not Met (Apply the concepts of trigonometry to surveying.)<br><br>CLO 2: 90% Met or Exceeded, 10% Partially Met (Understand and apply the basic measurements utilized in surveying.)<br><br>CLO 3: 80% Met or | Initial - Final Exam. 10 students assessed. Three questions on the final were used for this outcome for a total of 18 points. Instructor scored the exams and totaled up the scores for these three items using a spreadsheet and determined the number who fell into each category using the entered rubri. In the terms of the strengths, an equal number of students met the CLO at the exceeds level compared to those who partially met and did not mee. Challenges are mainly that fewer that 70% met the CLO as desire. I believe this is due to there being an existing need for more training on reading comprehension skills specific to trigonometry problem solving, and also more review of key vocabulary terms involved in |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | Exceeded, 10% Partially Met, 10% Not Met (Apply concepts of trigonometry to applications in agro-forestry.) | application problems. Lastly, we covered some of the traverse material later in the semester and this may be causing some challenges due to having less time to learn the material deeply prior to the assessment. Plan: Cover the traverse material earlier in the class immediately following the needed prerequisite topics. Create a problems solving summary sheet with key vocabulary terms to help students differentiate the various applications and needed vocabulary for word problems in the class. This will help them practice reading comprehension specific to trigonometry. |
| Math 135<br><br>Math (MNS)<br><br>Fall 20 | CLO 1: 100% Met or Exceeded (Analyze the graphical and algebraic characteristics of functions, including polynomial, rational, exponential, and logarithmic.)<br><br>CLO 2: 93% Met or Exceeded, 7% Partially Met (Use mathematical modeling techniques to solve problems.)<br><br>CLO 3: 82% Met or Exceeded, 16% Partially Met, 2% Not Met (Reason Quantitatively - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems.) | Initial - Final Exam. 14 students assessed. For the final exams there were 19 questions of which 15 questions were compulsory to attend and four questions were extra credit. Throughout the semester eight chapter tests and three signature assignments were conducted which included midterms too. I believe these many tests helped them to prepare well for the final exams. We did three revision worksheets as a review for the final exams which also helped them a lot towards the preparations of finals. To my surprise most of the students attempted all 19 questions which helped them to get good grades. In the final exam question paper there were seven questions were from CLO1, 10 questions were from CLO2 and two questions were from CLO3.<br>Strengths: Since100% students met or exceeded the expectations I am satisfied with the methods and strategies that I am using for the CLO accomplishment. I think multiple tests done during the semester helped them to review the concepts in much deeper way.<br>Challenges: Due to the pandemic the course was done using online synchronized mode. There was no much difference in the teaching strategies the only challenge was that the students were virtual. There were lots of technical difficulties that the students |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | | had to face due to poor WIFI connections and other computer based issues. The instructor will continue to use the same teaching strategies and methodologies to make sure the results are maintained for the coming semesters. |
| Math 241<br><br>Math (MNS)<br><br>Fall 20 | CLO 1: 78% Met or Exceeded, 22% Partially Met<br>(Demonstrate the mathematical skills and calculus techniques needed to differentiate multiple types of functions.)<br><br>CLO 2: 89% Met or Exceeded, 11% Partially Met<br>(Demonstrate the mathematical skills and calculus techniques needed to integrate multiple types of functions.)<br><br>CLO 3: 56% Met or Exceeded, 44% Partially Met<br>(Demonstrate an ability to solve applications involving differentiation.) | Initial - Final Exam. Nine students assessed. Math Department discussed questions to be embedded on the final exam. Weakness: several of the students struggled particularly in the application of the squeeze theorem.<br>Strength: all students were successful in applying differentiation techniques in physics application.<br>Plan: focus on squeeze theorem application and strategies. |
| Phyl 141<br><br>Science (MNS)<br><br>Fall 20 | CLO 1: 74% Met or Exceeded, 19% Partially Met, 7% Not Met<br>(Apply the anatomical terminology used in anatomy & physiology to the human body.) | CTL - Final Exam. 99 students in all five PHYL141 sections will be assessed using a total of six questions on the final exam. Due to the pandemic, all of these classes were non-Face-to-Fac. One section was asynchronous onlin. The other three sections were hybrid remote (Zoom meeting once a week and the rest of the course delivery was via |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | CLO 2: 74% Met or Exceeded, 19% Partially Met, 7% Not Met (Describe the cells, tissues, anatomical structures and physiology of the covered systems.)<br><br>CLO 3: 74% Met or Exceeded, 19% Partially Met, 7% Not Met (Connect the anatomy, physiology, and interrelationships of the covered systems.)<br><br>CLO 4: 76% Met or Exceeded, 22% Partially Met, 2% Not Met (Apply the concept of homeostasis to the covered systems.)<br><br>CLO 5: 74% Met or Exceeded, 19% Partially Met, 7% Not Met (Apply the knowledge of human anatomy & physiology to analyze the structure and function of the human body in various situations.) | Laulima). Strength: This is a first-semester human anatomy and physiology course with high enrollment (over 100 students) across both campuses with diverse educational background. Challenges: 26% (slightly more than a quarter) of students who took the assessment did not meet the learning outcomes. Within that, 20% of students were in the "partially met" categor. We think that these students came into this highly demanding course without a sufficient foundation in any science discipline. We had five withdrawals among the five sections, but 14 students were absent from the assessmen. These students were not included in the assessmen. Some of these 14 students were absent from the course for most of the semeste. Some students were taking remote labs from other campuses that have different course topic sequences than our. That could have contributed to less than optimal learnin. We need to change the sequence of topics for PHYL141 and 142 to align with the rest of the UH system. |
| Phyl 141L<br><br>Science (MNS)<br><br>Fall 20 | CLO 1: 60% Met or Exceeded, 26% Partially Met, 14% Not Met (Apply the scientific method to measure, analyze, and interpret the | CTL - Practicum and Lab Portfolio. 73 students assessed. Strength: This is a co-req lab that pairs with PHYL141 and provides hand-on collaborative components to students' learning. We have developed a lab manual, and students utilize a laptop/tablet to access the lab manual in the lab and |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | physiological systems of the human body.)<br><br>CLO 2: 73% Met or Exceeded, 15% Partially Met, 12% Not Met (Read and accurately follow instructions in order to carry out the lab procedures.)<br><br>CLO 3: 60% Met or Exceeded, 2% Partially Met, 38% Not Met (Demonstrate the proper use of laboratory and medical equipment to evaluate the structures and functions of various organ systems.)<br><br>CLO 4: 71% Met or Exceeded, 15% Partially Met, 14% Not Met (Describe and demonstrate a detailed knowledge of anatomy and physiological concepts of the covered organ systems.)<br><br>CLO 5: 73% Met or Exceeded, 15% Partially Met, 12% Not Met (Work effectively individually and in groups to complete tasks and solve laboratory problems.) | other online resources, which helps them develop strong digital citizenship skills. This is a hands-on class where students mostly work in the lab using resources available in the lab (e.g. models, slides, preserved specimens).<br>Challenges: This semester due to the pandemic, our course delivery spanned from remote asynchronous, remote synchronous, and face-to-face, and depending on the situation, we had to be flexible and adjustable in how we delivered the course. For face-to-face labs, some students were unable to attend in person due to quarantine or fear of COVID exposure, and ended up attending remotely over Zoom. Digital lab manual (on Google doc) required students to be familiar with the use of technology and be able to access the document at home and in the lab. Some students struggled with access to a device or stable internet connectio. Others struggled with learning to navigate Google docs, slides, and drive, as well as Laulima. Some students were taking an asynchronous lecture from other campuses whose topic sequence does not align with our topic sequence. This course heavily utilizes adjunct instructors and the course expectations in terms of pre-lab and lab assignments, and practicum set-up and questions varies from instructor to instructor. Lab portfolio: We think that this low achievement is partly due to students not doing the work because the Lab Portfolio was due at the end of the semester, and they held off and ran out of time. Improvement to the curriculum: We need to change the sequence of topics for PHYL141L and 142L to align with the rest of the UH system so that students who are taking a co-req online lecture from other campuses have seamless learning experiences and what they are learning in the lecture supports what they are learning in the lab. Plan: Improvement to the curriculum. We need to standardize the course expectations (e.g instruction on lab portfolio) and practicum framework to provide consistency across |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | | instructors. We will spend more time during the first lab on digital tools, including how to create a Google slide and use Google doc. We may consider creating shared instructional documents and video tutorials for all the instructors for this course. Since many students did not take the assessments at the end of the semester due to various reasons, we will try to assess their learning outcomes from multiple labs (rather than just from the last lab). Lab portfolio is required every week, so that they capture their learning during the lab and enforce their learning. We need to make sure that students continue to do this by checking their progress regularly (either after each lab or every few weeks).<br>Improvement to student support: We will make the tutoring service more approachable to the students by introducing the service during the first week of class and have tutors or the learning center coordinator come to the class and give presentations.<br>Improvement to student support: We need to work with the learning center to find potential tutors for this course and refer students to the learning center.<br>Since this class typically relies on adjunct instructors, we need to develop a resource guide for lecturers (e.g. Powerpoint slides & Syllabus template with student support information). |
| Phyl 142<br><br>Science (MNS)<br><br>Spring 21 | CLO 1: 60% Met or Exceeded, 26% Partially Met, 14% Not Met (Apply the scientific method to measure, analyze, and interpret the physiological systems of the human body.)<br><br>CLO 2: 75% Met or Exceeded, 24% Partially Met, 1% Not Met (Discuss basic chemistry, | Initial - . 72 students assessed. Artifacts were collected from all students from all sections of PHYL142 offered on both campuses. Several challenges we see are 1) some students are not motivated to learn the materials, and 2) students need to develop study skills. Plan: To facilitate the development of study skills and science foundation, develop 1) Pre-A&P module for students who register for the course. The contents of the module includes science foundation as well as study skills/reading/ writing skills. To get the students motivated, Connect the course to their career goals, or make it relevant to their daily lives. Get them |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | homeostasis and fluid electrolyte balance.)<br><br>CLO 3: 81% Met or Exceeded,11% Partially Met, 8% Not Met (Describe the anatomy and physiology of our special senses.)<br><br>CLO 4: 80.5% Met or Exceeded, 16.5% Partially Met, 3% Not Met (Describe the gross anatomy (parts, physical characteristics and organization) of the lymphatic and immune system, nervous system and brain, endocrine system, urinary system, and reproductive systems of humans.)<br><br>CLO 5: 74% Met or Exceeded, 18% Partially Met, 8% Not Met (Discuss the cellular structure and cell physiology of the lymphatic and immune system, nervous system and brain, endocrine system, urinary system, and reproductive systems of humans.)<br><br>CLO 6: 85% Met or Exceeded, 12% Partially Met, 3% Not Met | more interested in the materials. Develop Self-assessment for students to judge their preparedness. |

| **2020-21** | | |
|---|---|---|
| **Course** | **Quantitative Results** | **Details & Notes** |
| | (Describe the disorders and homeostatic imbalances of the lymphatic and immune system, nervous system, endocrine system, urinary system, and reporductive systems of humans.) | |
| Phyl 142L<br><br>Science (MNS)<br><br>Spring 21 | CLO 3: 94% Met or Exceeded,6% Partially Met (Use microscopic observation, digital photography and computer microscopy to identify specific tissues and organ sections and their corresponding anatomical structures.)<br><br>CLO 4: 92% Met or Exceeded, 8% Partially Met<br>(Demonstrate proper techniques to manipulate and dissect fetal pigs and other mammalian organs as required, and promote a healthy and safe laboratory environment.)<br><br>CLO 5: 77% Met or Exceeded, 17% Partially Met, 6% Not Met<br>(Demonstrate a thorough knowledge of the anatomy of the Reproductive, Immune, Nervous, and Excretory Systems as well as carry out experiments with our Special senses..) | Initial - Lab Portfolio. 52 students assessed for CLO 3, 50 assessed for CLO 4, and 48 for CLO 5. Lab Portfolio entry for the spinal cord and brain model was used to asses. Grading was based on a rubric. Challenges: Some students completed assessment artifacts earlier in the semester, but dropped before the end of the semester and didn't complete all the assessment artifacts. Plan: To give time for students to develop the skills they need for the course, Assess the lab portfolio assessed toward the end of the semester, rather than early in the semester, to get the students to improve their study / work skills. Such as reading and following directions in the lab manual. To get the students motivated, connect the course to their career goals, or make it relevant to their daily lives. Get them more interested in the materials. |

Table 8

# 4. Action Plan

*Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review (three-year plan).*

The last three years saw a continuation in low enrollment, which was further exacerbated by COVID-19. The pandemic forced a mass, sudden move to online education in Spring 20 in the middle of the semester with virtually no preparation. Then followed 21 months of intense training and teaching online. We lost a large number of students who struggled with the change in modalities and, often, access to computers and reliable internet connections. Combined with childcare issues, health struggles, and loss in employment, stress levels reached what felt like an all-time high for many. HawCC also lost - and continues to lose - faculty members, many of whom are near retirement and see this as the right time to take the next step in life. Thus, three of our goals will be 1) continued training for faculty, 2) support for students, and 3) hiring to replace lost instructors.

*Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, student learning or unit/service outcomes assessment results, and results of survey and other data used to assess your program or unit.*

Since the program went from Needs Attention to Healthy just before COVID-19 hit, we know we were on the right track. It is difficult to pinpoint any other factor that could have affected the number of majors during this time other than difficulties with online learning, which range from personality fit with distance education and experience with technology to personal situations making online learning difficult and dealing with the digital divide. What we can do in response is continue to provide the best support and resources possible for students, both in and out of the classroom; schedule face-to-face, in-person classes whenever possible while continuing distance education for those who need/prefer it; and maintain high levels of training and support for instructors. At the same time, we need to work to fill vacant faculty positions as soon as possible.

*This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s. Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.*

In the 2016-18 CPR, we committed to collecting and analyzing data on low enrolled classes over the previous three years to gather information we needed to conduct more efficient scheduling and to develop practices that would allow us to respond more quickly to changing needs. We succeeded in this area. As noted above, we achieved a decrease in the number of low-enrolled classes and a slight increase in average class size. Simultaneously, the UH System has put forth a call for colleges to share classes across campuses. There has been, as a result, many more students taking classes online from other colleges in the system. There are both positive and negative aspects to this sharing of students between colleges.

Positive aspects:

- Not offering perpetually low-enrolled classes saves the college money and sheds light on the courses we do and do not need to offer.
- Having students take these courses at other colleges, gives them choices we cannot offer them and keeps them on track to earn their degrees.
- While one could argue that we are losing revenue to other colleges, we actually have a number of students taking our classes online from other colleges. (Data recently became available on the breakdown of courses and students sharing across the system, see Table 9 below, and we hope more information like this will continue to be available.)

Negative aspects:

- Some of the courses that are low-enrolled are actually those required for graduation, not electives, so the stakes are higher for students who may have trouble finding open spots at other campuses.
- Students may also prefer to take these courses face-to-face rather than online. In fact, some lab courses must be taken in person.
- Not all students know that they can take classes from other colleges in the System nor how to find those classes and register for them.
- Some courses are not available at other CCs. Rather, students have to take them at one of the universities, which comes with its own set of challenges. While actions are being taken to make this process easier for students, it can still be stressful and labor-intensive.

| **Course Registrations** | | | | **Course Campus** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Spring 2022** | **Home Campus** | **HAW** | **HON** | **KAP** | **KAU** | **LEE** | **MAU** | **WIN** | **MAN** | **HIL** | **WOA** | **4-yrs** |
| | **HAW** | 4,349 | 98 | 164 | 21 | 116 | 52 | 66 | 2 | 10 | 4 | 16 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **HON** | 19 | 5,582 | 131 | 4 | 98 | 8 | 63 | | | | - |
| | **KAP** | 51 | 263 | 12,249 | 29 | 529 | 49 | 261 | 22 | 3 | 2 | 27 |
| | **KAU** | 36 | 80 | 120 | 2,130 | 116 | 24 | 56 | | 1 | | 1 |
| | **LEE** | 41 | 193 | 358 | 50 | 13,266 | 34 | 190 | 11 | 3 | 233 | 247 |
| | **MAU** | 76 | 142 | 266 | 29 | 220 | 5,714 | 124 | 7 | 1 | 21 | 29 |
| | **WIN** | 5 | 41 | 138 | 3 | 93 | 6 | 3,696 | 1 | 2 | 1 | 4 |
| | | | | | | | | | | | | |
| **4-years** | **MAN** | 17 | 189 | 948 | 21 | 566 | 59 | 262 | 66,193 | 11 | 40 | 66,244 |
| | **HIL** | 109 | 23 | 97 | 14 | 62 | 10 | 24 | 3 | 12,367 | 2 | 12,372 |
| | **WOA** | 10 | 47 | 101 | 9 | 266 | 18 | 35 | 1 | 1 | 9,385 | 9,387 |

Table 9

To read this table, find HAW in Row 3, Column 2. Going to the right across the table, we see that there were 98 HawCC student registrations at HonCC, 164 at KapCC, and so on. Going down from the box that says "4,349" (the number of HawCC registrations by HawCC home campus students), we see the number of student registrations from other home campuses at HawCC. For example, HonCC home campus students registered 19 times at HawCC and so on.

Our second goal was to submit an NSF TCUP grant proposal in Fall 2019 in response to the need for science funding to provide laboratory equipment and supplies. We have not yet submitted this proposal, but we still plan to do so in Spring 2022. However, we did work on and/or receive other grant funding:

- NSF S-STEM (in progress; to be submitted Spring 2022)
- APIA Scholars, $30,000 to support research on English language learners
- HBHTI Grant (Hawaii Behavioral Health Training Institute), which started in Fall 2021 is dedicated to growing the state's workforce to help respond and combat the challenges of mental health and substance use. Through the HBHTI award, participants receive a scholarship and stipend to earn a Substance Abuse Counseling certificate of competence. Students enrolled in one of these three school's certificate programs - Leeward, UH Maui College and Hawaii Community College - are required in order to apply for the award. As HawCC stops offering the CO-SUBS (due to the loss of qualified faculty and low enrollment in the program) in Fall 2022, the HBHTI program will assist with our current students by connecting them with two programs that are offering SUBS certificates. The SSCI & PS department will offer SUBS courses that are co-listed with PSY, HSER and AJ such as AJ 131, 130, HSER 141, 131,130, 245, 248, 262 and PSY 197V (Fall 2022).

*This action plan should be detailed enough to guide your program/unit through to the next program/unit Comprehensive Review cycle. Include specific recommendations for improvement(s) or planned program or unit action(s. The plan must include details of measurable outcomes, benchmarks and timelines.*
** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

*Specify how the action plan aligns with the College's Mission and Strategic Pla. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.*
*https://hawaii.hawaii.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf*

## Action Item 1: Provide support and resources for students, both in and out of the classroom

One key aspect of support for students is connecting them with the available services and resources, especially those that have become available with the influx of funding due to the pandemic. We plan to:

1. **Use the Academic and Student Support Centers Referral Form at regular intervals as determined by Academic Affairs in collaboration with Student Affairs.**
    a. HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.
        - Improve and stabilize student support services, especially for priority targets: Native Hawaiians, Filipinos, Pacific Islanders, Veterans, Adult Learners, and Part-Time Students.
    b. HPMS Action Strategy 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.
        - Collaborate on shared services to improve operating efficiencies and effectiveness in student support services.
    c. HPMS Action Strategy 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.
        - Collaborate on shared services to improve operating efficiencies and effectiveness in student support service.

2. **Develop a new model of faculty advising.**

a. HPMS Action Strategy 1: Employ best practices in management, administration, and operations.
    - Continue participation in professional and leadership development for Hawai‘i CC faculty and staff.
b. HGI Action Strategy 1: Strengthen the pipeline from K–12 to the university to improve college readiness and increase college attendance.
    - Expand outreach services and support to facilitate the completion of college admissions and financial aid applications
c. HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.
    - Improve and stabilize student support services, especially for priority targets: Native Hawaiians, Filipinos, Pacific Islanders, Veterans, Adult Learners, and Part-Time Students.
d. HPMS Action Strategy 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.
    - Promote stronger and more comprehensive transfer and articulation policies that are student-centered, transparent, and well-communicated in order to support student mobility and success throughout the system.
    - Provide support services to students in facilities closer to their classes in order to increase successful interaction with counselors and staff.

**Action Item 2: Schedule face-to-face, in-person classes whenever possible and advisable; and maintain high levels of training and support for instructors teaching online and in hybrid and blended modalities**

As we start to move back to in-person classes with the (hopeful) waning of COVID-19 on Hawai‘i Island, we must schedule courses carefully using all the data at our disposal.

1. **Use historical data to determine which classes are most needed and likely to fill in the face-to-face and hybrid formats vs. online in various locations and when they should be scheduled (day, evening, weekends)**
    a. HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.
        i. Schedule courses to facilitate timely degree completion.

ii. Strengthen and align assessment, program/unit review, data collection, and data analyses processes to support improved teaching and learning, accreditation, and governance and planning.

b. HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.
   i. Develop weekend and evening programs for working adults to continue and complete a college degree.

c. HPMS Action Strategy 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.
   i. Expand student-centered distance and on-line learning to create more educational opportunities through use of technology and by leveraging University Centers on Hawai‘i Island.

**2. Ensure that faculty have training and support so that they are able to use best practices in teaching and learning in all modalities.**

a. HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.
   i. Provide enhanced professional development to improve teaching and learning.

b. HPMS Action Strategy 3: UH aspires to be the world’s foremost indigenous serving university and embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history, and culture. In addition to the Native Hawaiian student success agenda within the Hawai‘i Graduation Initiative, the following tactics align with the thematic areas set forth in Hawai‘i Papa O Ke Ao, UH’s plan for a model indigenous-serving university.
   i. Continue to develop learning strategies and programs that promote Native Hawaiian indigenous learning, history, and languag.
   ii. Provide opportunities for leadership development for Native Hawaiian faculty, staff, and student. Support implementation of Hawai‘i Papa O Ke Ao.

**Action Item 3: Fill vacant faculty positions as soon as possible.**

1. HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.
    a. Develop minimum and desirable qualifications for all positions that request that the applicant demonstrate an understanding of Hawai‘i Island communities and diverse cultures, particularly Native Hawaiians.

Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

## 5. Resource Implications -
## * ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating “B” budget, including reallocation of existing resources (physical, human, financial).
*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

**x I am NOT requesting additional ONE-TIME resources for my program/unit.**

**☐ I AM requesting additional ONE-TIME resource(s) for my program/unit.**
**Total number of items being requested: _____(4 items max.)**

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the
Hawaii CC - Program & Unit Review Submission portal
https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

- ✔ Item Description
- ✔ Justification
- ✔ Priority Criteria (must meet at least one of the following):
    1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
    2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
    3. Expand our commitment to serving all segments of our Hawaii Island community throu Pālamanuii and satellite centers

4. Address aging infrastructure.
5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

| **Category-Specific Information** | | | | |
|---|---|---|---|---|
| **Equipment** | Estimated Date Needed | Quantity / Number of Units; Cost per Unit | Total Cost (with S&H, tax) | On Inventory List (Y/N); Decal #, Reason replacing |
| **Facilities Modification** | Estimated Date Needed | Total Cost | Monthly/Yearly Recurring Costs | Utilities Required |
| **Personnel Resource** | Estimated Date Needed | FTE; Position Type; Position Title | Estimated Salary | Was an Existing Position Abolished? (Y/N); Position # |
| **Professional Development** | Estimated Date Needed | Have you applied before (Y/N); was it approved? | Professional Development Type | PD Details; Impact; Total Cost |
| **Reallocation** | Estimated Date Needed | Total Cost | Monthly/Yearly Recurring Costs | Reallocation Proposal |

# 6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (Soc) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

**x I am NOT requesting changes to the Soc codes/occupations listed for my program.**

☐ **I am requesting changes to the Soc codes/occupations listed for my program.**
O*Net CIP-Soc Code Look-up
**in the **Crosswalks** box, choose "Education," then enter CIP number to see related Soc codes*

List below each Soc code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the Soc codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.