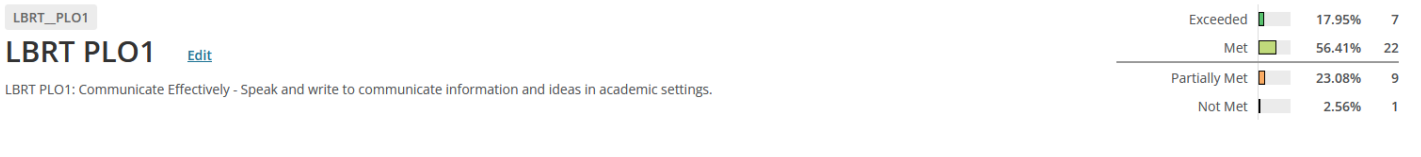
2024 Annual Report of Program Data Liberal Arts

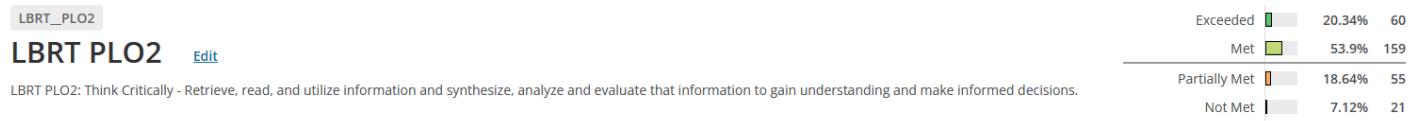
1. Program or Unit Mission

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. The A.A. degree is designed for students who are preparing themselves to transfer to a four-year college or university. (UHCCP #5.203)

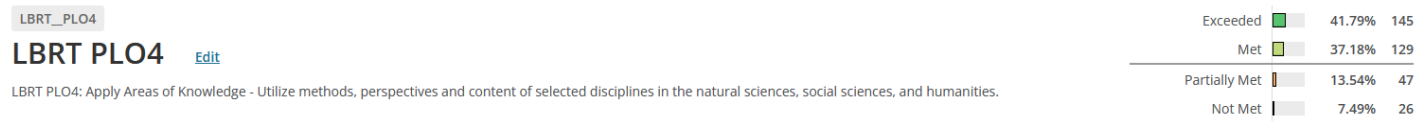
2. Program Student Learning Outcomes or Unit/Service Outcomes

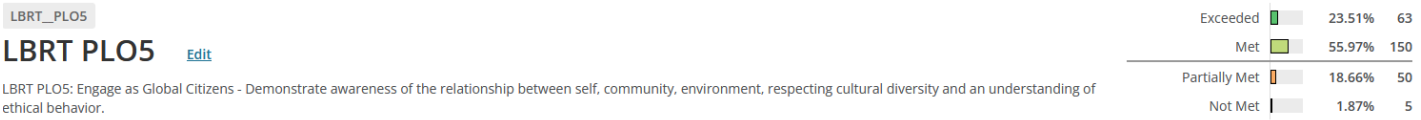
The following chart reflects the PLO assessment results for academic year 2023-2024.





LBRT PLO3: Reason Quantitatively - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems. No Results





PLO 1 was assessed in Fall 2023 through ENG 257A and ENG 257E to close the loop for these two courses. Instructors found that allowing more time to write in class and breaking down long

readings contributed to better outcomes. ART 230 was assessed in Spring 2024 resulting in an initial action plan focusing on the inclusion of additional formative assessments.

PLO 2 was assessed in Fall 2023 through ENG 257A; ENG 257E; GEO 122; and PSY 100. The English and geography courses focused on closing the loop. The psychology results indicated a possible need to adjust course learning outcomes. In the Spring 2024 semester, ART 230, ZOOL 100 and ZOOL 100L were assessed. Unfortunately, the zoology results do not provide any analysis, which is concerning because it does not appear that the previous action plan was effective.

PLO 3 had no assessments in this academic year.

PLO 4 was assessed in Fall 2023 through ART 113; GEO 122; and PSY 100. The art course identified a strategy to familiarize students with discipline-specific vocabulary. Spring 2024 assessments included ASAN 120; ART 214; BOT 105; ZOOL 101; and ZOOL 101L. For Asian Studies, all students met or exceeded expectations, as did the art course with the exception of CLO 1. As a result, more emphasis will be placed on sighting techniques and anatomy instruction.

PLO 5 was assessed in Fall 2023 through ENG 257A; ENG 257E; GEO 122; and PSY 100. In the Spring 2024 semester, ASAN 120 and BOT 105 were assessed with very strong achievement levels. Based on the results, revisions were made to assignment instructions, materials, and assessments.

3. Analysis of the Program/Unit

ARPD 2024 data table_Liberal Arts

Demand: The number of majors has decreased from 625 to 592, which represents a continuing downward trend. It is unclear whether this trend is due to lower enrollment or higher enrollment in other programs. SSH for program majors is slightly down from the previous academic year; however, it is anticipated that this number will increase as a result of scheduling innovations implemented in the fall of 2024.

Efficiency: Indicators show that the fill rate has increased to 73.8%, which is an increase of approximately 6.65%. Likewise, with tighter oversight, the number of low-enolled courses has decreased significantly from 68 to 39.

Effectiveness: Successful completion is up one percentage point for a high of 76%. Persistence from fall to spring was down to 62% in AY 2021-22 but increased to 66% in 2022-23. Retention efforts remain a priority, and despite this increase, awarded degrees/certificates have continued to wane with 145 Associate degrees and 1 Academic Subject Certificate awarded in AY 2022-23. On a more positive note, successful completion has increased to 75% from 72% in the previous AY.

Distance: The number of distance education classes taught decreased from 202 to 172 with successful completion remaining at 73%. Persistence fell three percent indicating an area to address.

Performance: Decreases in the number of degrees and certificates (145 vs. 131; 61vs. 51, respectively), Pell recipients (89 vs. 81), and transfers all (131 vs. 127) all warrant closer analysis.

Goals of Comprehensive

Three goals were presented in the 2018-21 comprehensive review:

- **Continue training for faculty** – with the LMS transition from Laulima to Lamakū, significant emphasis has been placed on providing consistent training and asssitance for faculty as they migrate and build courses in the new platform. Training is also regularly offered through Innovative Educators and other opportunities that are disseminated by the Faculty and Staff Development Committee. This includes College, UHCC, UH, and conference events such as Kaʻao Model training, HiSSI, and Hawaiʻi Great Teachers Seminar.

- **Provide support for students –** the Dean for Liberal Arts and Sciences meets monthly with Student Services to identify gaps and obstacles that impede student success. Over the past year, the discussions that have come out of these meetings have led to improvements in scheduling; the course cancellation process; C3S decisions; program advising; and early alert processes.

- **Fill vacated and swept instructor positions –** though staffing remains a priority**,** significant progress has been made in filling positions. Over the last academic year, seven faculty members have been hired to fill vacancies in speech, history, math (2), Hawaiian studies, physics, and sociology. Additionally, two urgently needed science lab coordinators are slated to be hired, one for Manono and another for Pālamanui. Lastly, a teacher was hired for the Children's Center. Positions currently with screening committees include: English, biology, and human services. In addition to the creative media position which has been anticipated for recruitment in fall 2025, Liberal Arts will have upcoming vacancies in psychology, chemistry, and administration of justice.

Program Updates

- SSPS – In fall 2024, the Social Sciences and Public Services department welcomed a new department chair. Other personnel changes include one faculty on sabbatical for the fall 2024 semester and the loss of one psychology faculty member, who returned to lecturing. In terms of programs, the department is now able to offer the Community Health Worker Certificate of Competence. This certificate as well as the programming for Human Services (HSER) and Substance Use Disorders (SUDs) will be significant priorities for the new HSER faculty member.
- HUM – Like Social Sciences and Public Services, the Humanities Department welcomed a new department chair in fall 2024. As noted in the previous year's annual program review, the Humanities Department is in critical need of a full-time faculty member to support the Creative Media Program. This position was swept during the pandemic but is essential to the development of the program, which is increasing in majors. At present, the lecturer coverage equates to two full-time faculty. The sole art faculty member has been overseeing the program. The same faculty member serves as the program coordinator and, in addition

to building the Creative Media Program, has been collaborating with Kealakehe High School to offer digital media arts courses as early college options.

- MNS – A new math instructor was hired in fall 2024 and another has been hired to begin August 2025. Additionally, the department now has a physics instructor after several years without one. As noted in last year's report, the department has implemented a new Academic Subject Certificate for a Marine Option Program, which has been well-received by the student body with five graduates in the first semester. Work continues on the following grants: Bridges to Baccalaureate, which is an NSF grant that provides mentor scholarships; Kaihuwaʻa Scholarship, which is a five year grant for Hawaiʻi CC STEM students who plan to transfer to a STEM program at a 4 year Univerisity of Hawaiʻi campus (cohort II started in fall 2022); a USFS work study for TEAM students to participate with Na Palina Forest Restoration; three USDA grants totaling approximately $100K each for a two year cycle to provide student internship stipends, tuition waivers, scholarships, travel, and professional development; and the Geospatial Remote Sensing Hawaiʻi grant, which provides funds to develop a remote sensing certificate with courses shared between the ENGT and TEAM programs to obtain equipment, consult subject matter experts, hire lecturers, and to support an APT and student worker. One faculty member returns in the Spring 2025 semester after being on leave without pay.

- ENG – The English Department also welcomed a new department chair in fall 2024. Though one member remains on sick leave and one on sabbatical for one year, there is more continuity with the return of the faculty member who had been covering the coordinator position for the Intensive English Program. With the imminent hire of another English faculty member, the department will be more stable.

4. Action Plan

Based on findings in Parts 1-3: How well has the program/unit met the goals from your last Comprehensive Program/Unit Review's action plan(s)? What changes are you making to your action plan(s) for the next year? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Specify how the action plan(s) aligns with the College's Mission and the Kaʻao Kaʻikaʻi Strategic Plan . Be sure to list resources that will be required, if any, in section 5 below.
** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

5. Resource Implications

Special Resource Requests not included in your operating "B" budget

Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans.
**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.*

☐ **I am NOT requesting additional resources for my program/unit.**
X I AM requesting additional resource(s) for my program/unit.
Total number of items being requested: ____1_____(4 items max.)

✔ **Alignment to the Kaʻao Kaʻikaʻi Strategic Plan AY2023 - AY2029:**
Each resource request must align with one or more of our Strategic Plan Core Commitments:

Kaʻikaʻi Kuleana	Fulfill kuleana to Native Hawaiians and Hawaiʻi Island.
Kaʻikaʻi Haumāna	Develop successful students for a better future.
Kaʻikaʻi Oihana	Meet Hawaiʻi Island's workforce needs of today and tomorrow.
Kaʻikaʻi Noiʻi	Diversify Hawaiʻi Island's economy through innovation and multi-sector partnerships.
Kaʻikaʻi Kauhale	Build and Maintain the Wellbeing of the College Kauhale.

Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #	Justification
ASAP	1 FTE; C2; Creative Media Instructor	C2 Schedule	Y Pending UHCC System	At present, the lecturer coverage equates to two full-time faculty and the number of majors continues to increase. This request aligns with all five kaʻikaʻi.