

**Comprehensive Program Review:
Liberal Arts
2016-2019**

College Mission Statement

Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to student success through engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures. (subject to BOR approval)

Program Mission Statement

With the culture and values of the Indigenous people of Hawai'i as its compass, the Liberal Arts Program provides high-quality instruction that prepares students to meet rigorous baccalaureate requirements and personal enrichment goals, pursue lifelong learning, and lead lives of ethical and responsible community involvement.

Part I: Executive Summary of CPR and Response to Previous ARPD Recommendations

Executive Summary

The AA in Liberal Arts Program continues to evolve to meet the needs of the diverse body of students that it serves. The establishment of clearer pathways for transfer to four-year UH system institutions, the development of concentration pathways, and a focus on high-impact educational practices are some of the ways in which the Program has strived to meet students' needs. Surveys of graduates and leavers indicate that the overwhelming majority of Liberal Arts students are satisfied with both their academic experience and the academic preparation they received.

Overall, the Program remains effective and efficient, although demand has decreased (partially explained by the decrease in overall enrollment at the College). The proportion of student transfers to four-year UH system campuses is on the rise, with transfer GPR nearly identical to native student GPR.

Student learning outcomes achievement shows improvement in some areas. The Program will face future challenges in learning outcomes assessment, however, as it revisits its Program Learning Outcomes and as it begins to identify more robust approaches to assessing these outcomes.

Response to Previous ARPD Recommendations

Recommendation 1:

In 2012-13, KapCC launched the AA w/Concentration degree to better meet the needs of intended transfers to UH Mānoa. Recognizing the important role that other system campuses play in educating KapCC graduates, in 2013-14, new partnerships with UH system colleagues, principally UH Hilo, have been initiated. Clear pathways for our KapCC graduates / students to transfer to UH Hilo need to be established. Ka'ie'ie 2.0 will be fully implemented in partnership with the Maida Kamber Center for Career Exploration, Graduation and Transfer. Support will continue to be provided to UHM Ka'ie'ie staff based at KapCC, and expanded services to better serve UH Hilo-bound students will be pursued in collaboration with that campus. Such actions will further enhance successes identified in ARPD metrics for transfer, graduation, and persistence.

Response

Ka'ie'ie 2.0 has been implemented. The UH Mānoa transfer specialist resides in the Maida Kamber Center when at the KCC campus (approximately 3 days per week) to work with students preparing for transfer to UHM. The number of students participating in the Ka'ie'ie program has continued to grow since the redesign of the program in Fall 2013, from 56 in Fall 2013 to 166 in Spring 2016 (with a high of 173 in Fall 2015; see Appendix A for details). Since the successful implementation of Ka'ie'ie 2.0, the program has expanded to four additional UHCC campuses: Honolulu CC (Fall 2014), Leeward CC (Fall 2014), Windward CC (Fall 2014), and UH Maui College (Fall 2015).

The Dean of Arts & Sciences and Counselors from the Maida Kamber Center visited the UH Hilo campus and attended a presentation. UH Hilo admissions counselors are now housed in the Maida Kamber Center to guide KapCC students in transferring to UH Hilo.

The Counselors in the Maida Kamber Center are working closely with the newly hired UH West Oahu Articulation Officer and a Transfer Counselor to strengthen pathways for students.

Recommendation 2:

Additionally, the AA Liberal Arts unit commits to enhancing the community's awareness of its important successes in persistence, graduation, and transfer. The metrics from this Program indicate that KCC's Liberal Arts Program is among the state's strongest. We must better position ourselves to become a top of mind choice for students beginning at a UHCC with the intent of earning a Bachelor's degree. The Liberal Arts Program will actively participate in the development of overall marketing plans for the college to realize this action plan. These efforts will stabilize enrollment and work to reverse the decline in

program majors identified in ARPD data.

Response

In the past, the College's Arts & Sciences cluster has relied primarily on the University of Hawai'i's system marketing to market the College. With the trend in enrollment overall, Kapi'olani CC decided to strengthen its own brand and to strengthen marketing of its particularly strong programs to target markets.

Kapi'olani Community College has the largest Arts & Sciences cluster among the community colleges in Hawai'i. In 2013 - 2014, 29 percent of Kapi'olani CC students transferred to a university, the highest percentage in the College's history.

Marketing efforts in collaboration with the Office of College and Community Relations included inserts and display ads in the Honolulu Star-Advertiser; an online marketing jump page and microsite; digital, radio and television ad campaigns; and view booklets.

See Appendix B for details of these efforts.

Recommendation 3:

In order to increase completion, persistence, graduation and transfer, students need to be engaged in their own learning. Faculty needs to be aware of the high-impact practices in student engagement. Opportunities for faculty development must be made available.

Response

High-impact practices are a set of educational practices identified by the Association of American Colleges & Universities (AAC&U) that have been demonstrated to improve student engagement and success. The College has provided faculty with opportunities for professional development in many of these high-impact practices.

The Collaborative Circles for Creative Change (C4wards) offered two high-impact practice C4wards in 2014, "Discussing Difficult Differences" and "Collaborative Student Learning," and one in 2015, "Cornerstone Projects." The College has also embraced Undergraduate Research. Through Title III and National Science Foundation grants, the College supported faculty travel and attendance at an undergraduate research conference, and held an on-campus workshop conducted by the principle investigator of the Community College Undergraduate Research Initiative (CCURI). CCURI has also supported faculty travel to the CCURI Symposium and the Council of Undergraduate Research Conference. In addition to these opportunities, professional development continues to be provided for Writing Intensive / Writing Across the Curriculum efforts.

Part II: Program Description

History

The Arts & Sciences cluster was established in 1965 when Kapi'olani Technical School became Kapi'olani Community College.

The Arts & Sciences (A&S) academic cluster is composed of four academic units: (a) Arts & Humanities, (b) Languages, Linguistics and Literature, (c) Math and Sciences, and (d) Social Sciences. The Maida Kamber Center for Career Exploration, Transfer, and Graduation Services (MKC) has also been incorporated into this cluster, in order to provide requisite quality information, counseling and guidance to Liberal Arts students. The A&S cluster is the single largest organizational unit at Kapi'olani Community College. A&S offers courses in support of General Education and transfer to a four-year university, as well as select career programs intended to lead to immediate employment.

At Kapi'olani Community College, Liberal Arts students can graduate with an Associate in Arts (AA) degree, complete subject certificates, transfer into a college or university, and continue as lifelong learners. The Ka'ie'ie dual enrollment program provides a new pathway to a four-year degree at UHM by providing pre-admission to Kapi'olani CC students.

The graduation requirements for an AA degree are 60 credits of 100 to 200 level courses and an overall grade point ratio of 2.0. Liberal Arts students may maximize their degree by completing an Academic Subject Certificate as part of the AA degree. AA degrees with Concentrations continue to be developed to further refine the pathway for students who intend to transfer to a four-year university.

Students taking courses for the AA degree meet the general education requirements at the University of Hawai'i at Mānoa, Hilo, and West O'ahu. The AA degree may also meet the general education requirements at colleges and universities outside the UH system as well.

The Arts and Sciences cluster spans a broad array of campus framework, supporting:

- General education courses for Liberal Arts students
- Alignment and transfer pathways for downstream four-year institutions
- Targeted career-oriented programs allowing for direct employment
- Associate in Arts (AA) degree framework:
 - Liberal Arts
 - Liberal Arts with optional concentrations in Art, Business Administration, Deaf Studies and Deaf Education, Elementary Education, English (newly added), Family Resources, History, or Secondary Education
 - Hawaiian Studies
 - Associate in Science in Educational Paraprofessional with a concentration in Second Language Teaching
 - Associate in Science in Natural Science (ASNS) with concentrations in

- Biotechnology and Biomolecular Laboratory Science, Life Science, Physical Science, Pre-Computer Science (newly added), or Pre-Engineering
 - Associate in Science in New Media Arts with concentration in Animation or Interface Design
- Concentration-specific certificates
 - Subject Certificates in Asian Studies, Hawaiian Studies, International Studies, and Marine Option Program (newly added)
 - Certificate of Achievement in Biotechnician
 - Certificate of Competence in Teaching English to Speakers of Other Languages
- Pre-admission in select disciplines
- Career counseling and academic advising for the above areas

In addition to the degree pathways, concentrations and certificates listed above, the Arts & Sciences cluster has recently absorbed the foundational Math and English courses from the Kahikoluamea Department within Student Services.

Program Goals

1. Hawai'i graduation initiative: Increase the educational capital of the state
2. Hawai'i innovation initiative: Productive futures for students, faculty and staff
3. Grow enrollment: Improve re-enrollment and outreach

Program Student Learning Outcomes

Five outcomes serve as the basis of the Liberal Arts Program:

- Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
- Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
- Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
- Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
- Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities

Credentials and Licensures Offered

N/A

Faculty and Staff (data from previous ARPDs)

Annual FTE Faculty: 87.3 (count), 130.6 (analytic)
Annual FTE Staff: 10 (STEM & Civil Service)
Lecturers/Adjunct Faculty: 127-135 (approximate)
Majors: 3,393

Resources

The bulk of the funds allocated to Liberal Arts are from the general (state) funds as awarded by the Hawai'i State Legislature. There is also significant budgetary and in-kind support from non-resident (ESOL Program) tuition revenue, U.S. Department of Education, Title III, National Science Foundation, National Institutes of Health, National Endowment for the Humanities, ARRA/Achieving the Dream and various other external sources. Some funding is allocated to the four departments which contribute to the Liberal Arts program and other funds are awarded specifically to Liberal Arts. The departmental funding is generated from some of the sources listed above as well as donations from private sources and UH Foundation. The funds are used for student scholarships, undergraduate research, hiring of tutors and monitors, equipment, maintaining computer laboratories, campus activities, student participation at national conferences, and professional development for faculty.

The funds are critical to continue to support services offered by the Maida Kamber Center (MKC) for Career Exploration, Graduation and Transfer such as the Transfer Fair, College Representative Visits, Transfer and Graduation Workshops, Careers Workshops, Ka'ie'ie Workshops and Advising, Walk-In Advising, Classroom Visits and Partnerships with specific Arts and Sciences Departments, MKC Website, E-Counseling, operation of computer laboratories in MKC and the STEM center. The STEM center also provides a framework for in and out of class undergraduate research, tutoring by peer mentors, academic counseling and scholarships.

Articulation Agreements

Recognizing the primacy of in-system transfer, Kapi'olani has signed articulation agreements with three University of Hawai'i campuses: UH Mānoa, UH Hilo, and UH West O'ahu. The college has also secured articulation agreements with Chaminade University of Honolulu, Hawai'i Pacific University, Lamar University, Oregon State University, and Pacific University.

Advisory and Community Connections

State of Hawai'i Department of Education

Part III: Curriculum Revision and Review

Over the previous three years (Fall 2013 - Spring 2016), a total of 330 courses (65% of all Arts & Sciences courses) were scheduled for curriculum review. Of these, 304 courses (60%) completed the review process: 45 courses (9%) in academic year 2013-2014, 210 courses (41%) in academic year 2014-2015, and 49 courses (10%) in academic year 2015-2016.

On average over the three-year period, Arts & Sciences met the goal of reviewing a minimum of 20% of existing courses per year. However, the review schedule was considerably unbalanced, with only one academic year meeting the 20% level (AY 2014-2015), and two academic years falling short. The unusually large number of courses reviewed in AY 2014-2015 reflects a purge (deletion) of 83 courses from Curriculum Central in preparation for the move to a new curriculum management solution, Kualii Student and Curriculum Management (Kualii SCM).

Summary information on curriculum review can be found in Appendix C; a detailed listing of the courses reviewed can be found in Appendix D.

Part IV: Survey Results

The college collected data on the satisfaction of Liberal Arts graduates and leavers during AY 2012-2013, AY 2013-2014, and AY 2014-2015. Students were asked 16 structured and open-ended questions in regards to several areas of their experiences with the college. The structured questions included rating their experiences from (a) poor, fair, good, or excellent and (b) very dissatisfied, dissatisfied, satisfied, or very satisfied. Below, the data from two of the structured questions is presented by year (also see Appendix E and F for a tabular presentation of these data). The data from the open-ended questions for all three years is then summarized.

Structured Questions

Leavers

AY 2012 - 2013

The majority of these students (N = 50) rated “the overall quality” of their academic

experience as either “good” (40%) or “excellent” (52%). No students rated their overall quality of their academic experience as poor.

In a separate question, 88% the students were either satisfied or very satisfied with “the academic preparation” that they received.

AY 2013 - 2014

The majority of these students (N = 60) rated “the overall quality” of their academic experience as either “good” (37%) or “excellent” (43%). Only 3% of the students rated their overall quality of their academic experience as poor.

87% the students were either satisfied or very satisfied with “the academic preparation” that they received.

AY 2014 - 2015

The majority of these students (N = 85) rated “the overall quality” of their academic experience as either “good” (45%) or “excellent” (42%). Only 2% of the students rated their overall quality of their academic experience as poor.

93% the students were either satisfied or very satisfied with “the academic preparation” that they received.

Graduates

AY 2012 - 2013

The majority of these students (N = 44) rated “the overall quality” of their academic experience as either “good” (52%) or “excellent” (41%). No students rated their overall quality of their academic experience as poor.

95% the students were either satisfied or very satisfied with “the academic preparation” that they received.

AY 2013 - 2014

The majority of these students (N = 51) rated “the overall quality” of their academic experience as either “good” (31%) or “excellent” (63%). No students rated their overall quality of their academic experience as poor.

96% the students were either satisfied or very satisfied with “the academic preparation” that they received.

AY 2014 - 2015

The majority of these students (N = 36) rated “the overall quality” of their academic experience as either “good” (58%) or “excellent” (33%). No students rated their overall quality of their academic experience as poor.

92% the students were either satisfied or very satisfied with “the academic preparation” that they received.

Open-Ended Questions

In the open-ended questions, the students in the three years of this survey most frequently praised the teachers for their positive experiences. The benefits of smaller class sizes and positive experiences with counselors also were cited several times.

Summary

Students leaving the college by graduation or attrition were overwhelming positive about their experience.

Part V: Quantitative Indicators for Program Review (ARPD for 2012-2013, 2013-2014, 2014-2015)

The following is an analysis of quantitative trends identified over the past three years of ARPD data:

Demand Indicators

There was a decrease in the number of program majors from 3,798 in 2013 to 3,393 in 2015 thus resulting in a corresponding decrease in the total number of classes taught (from 1,269 in 2013 to 1,208 in 2015).

Efficiency Indicators

Average class size decreased slightly and the number of low-enrolled classes has also increased. Yet the fill rate and the number of majors to FTE BOR appointed faculty—data indicators used to determine efficiency remain consistently “Healthy.”

Effectiveness Indicators

Overall, the persistence rates have increased 2.1% and the numbers of transfer with degree from the Program have also increased. Data indicators used to determine effectiveness remain consistently “Healthy.”

Distance Education: Completely Online Courses

The number of Distance Education classes offered has decreased from 246 in 2012 to 230 in 2015. However, the fill rate has increased 2%, as have persistence rates from 55% to 57%. Consistently fewer students are enrolling in online courses and the number of withdrawals has also increased.

Transfer Student Report

Information was obtained from the Office of Institutional Effectiveness (OFIE) regarding data related to students who transferred from KapCC to three of the University of Hawai'i's 4-year campuses. Data was extracted from UH Operational Data Store (ODS) from the past five complete academic years (2011-2015). Transfers were defined in the same way as in the Kapi'olani Institutional Effectiveness Measures.

Transfer is an important quantitative measure of success for the Liberal Arts Program so this information has been added to this CPR. A recent March 2016 report indicates the following trends of students who transferred from KapCC to three of the University of Hawai'i's 4-year campuses:

- In 2012, 346 Liberal Arts students transferred to three of the University of Hawai'i's 4-year campuses; in 2013, 328 students; 2014, 268 students; and in 2015, 322 students transferred.
- Raw numbers of transfers are declining overall, but not as fast as declines in enrollment so the proportion of students transferring is increasing.
- KapCC students attempt fewer credits in the first semester after transfer than their peers, so they earn fewer credits. GPR is about the same, so credits earned (while lower) are significantly predicted only by credits attempted and not by transfer status.
- Most programs do not show a significant change in GPR from the general student body for GPR. Liberal Arts students did achieve a modestly lower GPR (2.8 GPR for KapCC transfer students compared to 2.9 GPR for native students). Nursing was a quite a bit higher, and Travel was quite a bit lower. No other programs showed significance.

Part VI: Analysis of the Program

Alignment with Mission

While it is the only "general studies" degree offered at KapCC, the Liberal Arts Program is principally a degree structured to facilitate transfer to a four-year university. Consistent efforts to more carefully align the Liberal Arts Program with university transfer have been made over the past three years in program design, articulation agreements, partnerships, and discipline concentrations.

Current Situation: Internal

After reviewing the 2015-2021 Strategic Plan and the 2015 Annual Report of Instructional Program Data (ARPD) the following were identified as the most significant internal factors influencing Liberal Arts Program planning:

- WASC ACCJC mandates for outcomes assessment and strategic planning / resource allocation
- UH System goals for community college to university transfer
- UH System goals for degree completion
- An overall decrease in enrollment at KapCC
- The creation of the AA with Concentration degree to better meet the needs of transfers to Mānoa
- A potential revision of the College's Institutional Learning Outcomes (ILOs), General Education Outcomes, and Liberal Arts Program Outcomes
- Lack of professional development opportunities.
- The campus is presently going through an opaque reorganization plan that will not be completed until the Spring of 2017.

Current Situation: External

The most significant external factors influencing Liberal Arts Program planning include:

- WASC ACCJC mandates for outcomes assessment and strategic planning/resource allocation
- UH System goals for community college to university transfer
- UH System goals for degree completion
- President Obama's national agenda to enhance degree attainment at all levels of higher education
- Competition for enrollment from other Oahu-based community colleges in higher growth regions

Assessment Results for Program Student Learning Outcomes

The Liberal Arts Program has relied on three primary sources of information for assessing Program SLOs: Writing Across the Curriculum (WAC); Kapi'olani Service & Sustainability Learning (KS & SL); and the Cornerstone Project. WAC has primarily gathered data on the Thinking / Inquiry and the (written) Communication outcomes, KS & SL has primarily gathered data on the Self and Community outcome, and the Cornerstone Project has primarily gathered data on the Aesthetic Engagement and the Integrative Learning outcomes.

A summary narrative of Program SLO assessment follows. Details of assessment results, next steps, and follow-up activities are available in Appendix G.

Assessment Timeline for Program SLOs

	AY 2012 - 2013	AY 2013 - 2014	AY 2014 - 2015
Thinking / Inquiry	assessed	assessed	assessed
Communication	assessed	assessed	assessed
Self and Community	assessed	assessed	assessed
Aesthetic Engagement	assessed	not assessed	not assessed
Integrative Learning	not assessed	not assessed	not assessed

Assessment Results for Program SLOs

Thinking / Inquiry

This outcome was assessed in AYs 2012 - 2013, 2013 - 2014, and 2014 - 2015 via Writing Across the Curriculum (WAC). Assessment of this outcome has become somewhat entwined with assessment of the (written) Communication outcome. Artifacts gathered for analysis by WAC faculty across all three years of assessment demonstrated a general weakness with various elements of critical thinking.

Communication

The written communication component of this outcome was assessed in AYs 2012 - 2013, 2013 - 2014, and 2014 - 2015 via Writing Across the Curriculum (WAC). Artifacts gathered for analysis by WAC faculty demonstrated overall improvement in clarity of thought, which was deemed weaker in AY 2012 - 2013, but stronger in AYs 2013 - 2014 and 2014 - 2015. Improvements were also seen in content development, which was deemed weaker in AYs 2012 - 2013 and 2013 - 2014, but stronger in 2014 - 2015. There appeared to be some inconsistent development in the use of sources, however: this area was weaker in AY 2013 - 2013, stronger in AY 2013 - 2014, and weaker in 2014 - 2015.

Self and Community

This outcome was assessed in AYs 2012 - 2013, 2013 - 2014, and 2014 - 2015 via Kapi'olani Service & Sustainability Learning (KS & SL, formerly "Service Learning"). Each year, faculty evaluators assessed a random selection of approximately 10% of student artifacts submitted to the KS & SL office, using a rubric that has been developed over a number of years. Results from all three years of assessment show that student artifacts demonstrate performance consistent with expectations for first-year students, but below the expected level for graduating students.

Aesthetic Engagement

This outcome was assessed in AY 2012 - 2013 via the Cornerstone Project. A team of eight faculty evaluators assessed twelve posters from an advanced biology class using a rubric developed specifically for the task. Results indicated that all twelve artifacts met or exceeded the level of quality expected. The evaluators cautioned, however, that the results

“may not accurately reflect students’ aesthetic engagement because feedback was provided by the instructor along the way on how to improve the quality of the posters.”

Integrative Learning

This outcome was not assessed in the period covered by this CPR (it was scheduled to be assessed in AY 2014 - 2015). It was last assessed in AY 2011 - 2012 via the Cornerstone Project, which is now dormant.

Program Changes Based on Assessment Results

No changes to the Program were initiated.

The Program will need to consider the means by which it assesses its PLOs. With the demise of the Cornerstone Project, and given that Kapi’olani Service & Sustainability Learning is not a requirement of the Liberal Arts degree, Writing Across the Curriculum may be the sole Program-wide vehicle remaining for PLO assessment moving forward.

The Program will need to look into using the vast amount of data being generated in course-level assessment as a potential means of assessing its PLOs. The Program should also identify, exploit, and expand promising assessment approaches being used in these courses, as well as explore other approaches to authentic assessment of student learning.

Part VII: Tactical Action Plan, 2016-2019

STRATEGIC OUTCOMES	PERFORMANCE MEASURES	POTENTIAL STRATEGIES	MEANS OF ASSESSMENT	INDIVIDUALS RESPONSIBLE																								
Outcome 1: Hawai'i Graduation Initiative: Focus on Student Success	A: Increase annual CA and degree completion by 5% from 1513 to 2129. <i>(Performance Funding)</i> <table border="1" data-bbox="510 565 888 873"> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>1335</td> <td>1589</td> </tr> <tr> <td>2016</td> <td></td> <td>1668</td> </tr> <tr> <td>2017</td> <td></td> <td>1751</td> </tr> <tr> <td>2018</td> <td></td> <td>1839</td> </tr> <tr> <td>2019</td> <td></td> <td>1931</td> </tr> <tr> <td>2020</td> <td></td> <td>2028</td> </tr> <tr> <td>2021</td> <td></td> <td>2129</td> </tr> </tbody> </table>	Year	Actual	Goal	2015	1335	1589	2016		1668	2017		1751	2018		1839	2019		1931	2020		2028	2021		2129	<p><u>Kapi'olani Commitments</u> <u>Outcome 1: Graduation</u></p> <ul style="list-style-type: none"> ➤ Continue development of STAR, student registration interface, and guided pathways to completion and transfer. ➤ Participate in UHCC innovation fund to achieve strategic outcomes (\$1.25 million/year) related to Strategic Plan-Reducing Time to Degree Initiatives and Hawai'i Strategy Institutes. 	A.1.1: Number of degrees awarded	A.1.1.1: Academic and Student Services faculty and staff
	Year	Actual	Goal																									
2015	1335	1589																										
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2017		1751																										
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2020		2028																										
2021		2129																										
B: Increase annual Native Hawaiian CA and degree completion by 5% from 234 to 329.	In addition to Kapi'olani Commitments Outcome 1: B.1: Collaborate with positions outlined in Title III Part A (2016-2021). Native Hawaiian Academic Advancement Coordinator;	B.1.1: Number of degrees and CAs awarded	B.1.1.1: Academic and Student Services faculty and staff																									

	2016		258	<p>Articulation Specialist; Career Exploration Specialist; and Native Hawaiian Financial Specialist.</p> <p>B.2: Collaborate with the Community and Place-based Coordinator as outlined in Title III Part F.</p> <p>B.3: Implement strategies being formed by the President's and Vice-President of Community College's Hawai'i Papa O Ke Ao Committees.</p> <p>B.4: Collaborate with the Native Hawaiian Coordinator in reviewing and assessing data of Native Hawaiians attending Kapi'olani Community College.</p> <p>B.5: Continue working with Sheldon Tawata and Drake Zintgraff of Kuilei to increase Native Hawaiian Enrollment from Immersion, Charter, and</p>		
	2017		271			
	2018		284			
	2019		299			
	2020		314			
	2021		329			

		Kamehameha schools.																										
	<p>D: Increase annual UH and non-UH 4-year transfer by 6% from 1196 to 1798. (<i>Performance Funding</i>)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>1246</td> <td>1267</td> </tr> <tr> <td>2016</td> <td></td> <td>1343</td> </tr> <tr> <td>2017</td> <td></td> <td>1424</td> </tr> <tr> <td>2018</td> <td></td> <td>1510</td> </tr> <tr> <td>2019</td> <td></td> <td>1600</td> </tr> <tr> <td>2020</td> <td></td> <td>1696</td> </tr> <tr> <td>2021</td> <td></td> <td>1798</td> </tr> </tbody> </table>	Year	Actual	Goal	2015	1246	1267	2016		1343	2017		1424	2018		1510	2019		1600	2020		1696	2021		1798	<p>In addition to Kapi'olani Commitments Outcome 1:</p> <p>D.1: Work closely with Pathway Coordinator Kelli Goya as well as the articulation specialist being hired via the Title III Part A grant to create purposeful pathways as well as articulation agreements with UH and Non-UH campuses.</p> <p>D.2: Collaborate with Career Pathway Coordinator.</p> <p>D.3: Meet monthly with Enrollment and Retention task force.</p>	D.1.1: UH and non-UH transfer rate	D.1.1.1: Academic and Student Services faculty and staff
Year	Actual	Goal																										
2015	1246	1267																										
2016		1343																										
2017		1424																										
2018		1510																										
2019		1600																										
2020		1696																										
2021		1798																										

	<p>M: For students testing at one level below college ready, 75% will complete college level English and/or Math course within one semester. (<i>Reducing Time To Degree</i>)</p>	<p>In addition to Kapi'olani Commitments Outcome 1:</p> <p>M.1: Summer 2016, develop a Co-requisite course for students who place at one level below college ready English and Math.</p> <p>M.2: Place all students testing at one level below college ready English and/or Math courses in an ALP or Co-requisite course.</p> <p>M.3: In conjunction with CELTT, UHCC Funding, and Title III, develop an 'Āina-based teaching center that provides opportunities for faculty to share and develop effective teaching assessment practices in supportive cohorts.</p>	<p>M.1.1: Track number of students successfully completing the ALP and Co-requisite course in Fall 2016.</p> <p>M.1.2: Assess and make adjustments to ALP and Co-requisite courses.</p>	<p>M.1.1.1: Academic and Student Services faculty and staff</p> <p>M.1.2.1: Math and English faculty and staff</p>
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STRATEGIC OUTCOMES	PERFORMANCE MEASURES	POTENTIAL STRATEGIES	MEANS OF ASSESSMENT	INDIVIDUALS RESPONSIBLE
<p>Outcome 2: Hawai'i Innovation Initiative: Productive Futures for Students, Faculty, and Staff.</p>	<p>B: Improve distance learning course success rates to 75%.</p>	<p><u>Kapi'olani Commitments</u> <u>Outcome 2: Innovation</u></p> <ul style="list-style-type: none"> ➤ Develop baselines and benchmarks for 'āina-based and for place-based learning, undergraduate research, and teacher preparation. ➤ Eliminate cost as a barrier to education. ➤ Continue to increase Pell grant participation. ➤ Increase private fund raising for needs based aid. ➤ Implement Open Educational Resources (OER) to replace most textbooks. <p>B.1: In conjunction with CELTT, UHCC Funding, and Title III, develop a 'Āina-based teaching center that provides opportunities for faculty to share and develop effective teaching assessment</p>	<p>B.1.1: Distance learning course success rates</p>	<p>B.1.1.1: Academic and Student Services faculty and staff</p>

		<p>practices in supportive cohorts to improve distance learning courses success rates.</p> <p>B.2: Train 20% of Academic Faculty in teaching Hybrid and Distance learning courses.</p> <p>B.3: Via the Title III Part A Collaborative Grant and the development of the Professional Development, Shared Services Center, seek out grants that will support 21st century course delivery.</p>		
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	<p>O: Implement the KELA model and improve results on CCSSE Benchmarks.</p>	<p>O.2: Develop community partnerships locally and globally that advance the college’s indigenous serving goals.</p> <p>O.3: Develop baselines and benchmarks for ‘āina-based and for place-based learning, undergraduate research, and teacher preparation.</p> <p>O.4: Based on 2016 CCSSE results, identify target CCSSE benchmarks for improvement and develop strategies to improve them</p>	<p>O.1.1: CCSSE results (2018, 2020)</p>	<p>O.1.1.1: Academic and Student Services faculty and staff</p>
	<p>P: Implement the KELA model and complete two cycles of program learning assessment (2016, 2019) and report on two cycles of course learning assessment.</p>	<p>In addition to Kapi‘olani Commitments Outcome 2:</p> <p>P.1: Collaborate with Institutional Assessment Coordinator to complete two cycles of program learning assessment and report on both cycles.</p> <p>P.2: Link program and course assessment to</p>	<p>P.1.1: Number of Program Learning Outcomes (PLOs) assessed in the 2013 – 2016 and 2016 – 2019 program assessment cycles</p> <p>P.1.2: Number of courses completing</p>	<p>P.1.1.1: Academic faculty and staff</p>

		<p>Institutional Learning Outcomes.</p> <p>P.3: Collaborate with Assessment Coach to ensure that faculty are assessing and updating course content.</p> <p>P.4: Explore the potential of course-level assessment data for use in assessing PLOs.</p> <p>P.5: Explore and exploit innovative approaches to authentic assessment of student learning</p>	planned course outcomes assessments	
	<p>Q.: Increase external Grants from \$5 million baseline in 2015 through effective project dissemination and building federal and foundation networks, UH system collaboration, and local partnerships.</p>	<p>Q.1: Develop community partnerships locally and globally that advance the college's indigenous serving goals.</p> <p>Q.2: Develop baselines and benchmarks for 'āina-based and for place-based learning, undergraduate research, and teacher preparation.</p> <p>Q.3: Improve enrollment management systems.</p>	Q.1.1: Total College-wide grant funding received	Q.1.1.1: Academic faculty and staff

STRATEGIC OUTCOMES	PERFORMANCE MEASURES	POTENTIAL STRATEGIES	MEANS OF ASSESSMENT	INDIVIDUALS RESPONSIBLE																								
<p>Outcome 3: Grow Enrollment: Improve Re-enrollment and Outreach.</p>	<p>D. Increase annual dual enrollment (high school & KCC) by 5% from 141 to 200.</p> <table border="1" data-bbox="516 565 879 873"> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td></td> <td>148</td> </tr> <tr> <td>2016</td> <td></td> <td>155</td> </tr> <tr> <td>2017</td> <td></td> <td>163</td> </tr> <tr> <td>2018</td> <td></td> <td>171</td> </tr> <tr> <td>2019</td> <td></td> <td>180</td> </tr> <tr> <td>2020</td> <td></td> <td>189</td> </tr> <tr> <td>2021</td> <td></td> <td>200</td> </tr> </tbody> </table>	Year	Actual	Goal	2015		148	2016		155	2017		163	2018		171	2019		180	2020		189	2021		200	<p><u>Kapi'olani Commitments Outcome 3: Enrollment Growth</u></p> <ul style="list-style-type: none"> ➤ Invest in outreach to high schools, GED programs, Native Hawaiian and Pacific Islander community partnerships. ➤ Target outreach strategies to innovative programs. ➤ Focus on campus-based re-enrollment strategies. <p>In addition to Kapi'olani Commitments Outcome 3:</p> <p>D.1: Collaborate with Sheldon Tawata and Drake Zintgraff ensuring that we meet the demands of early college at neighboring high schools.</p>	<p>D.1.1: Number of students participating in dual enrollment program</p>	<p>D.1.1.1: Academic and Student Services faculty and staff</p>
Year	Actual	Goal																										
2015		148																										
2016		155																										
2017		163																										
2018		171																										
2019		180																										
2020		189																										
2021		200																										

Part VIII. Resource and Budget Implications

To align with the current budget allocation process, resource requests will continue to be made from the Arts & Sciences unit as a whole. Resource requests will be considered by the Department Chairs and Dean and prioritized on behalf of the Arts & Sciences unit. Such requests will be taken forward to the senior administration as prioritized requests.

Faculty positions left vacant due to resignation or retirement should be considered for recruitment. In some Arts & Sciences disciplines, particularly those which have been disproportionately impacted by retirements and resignations, faculty leadership will help to better position the college for continued growth. Other resources to support Program goals around transfer, persistence, and graduation will be needed.

The Liberal Arts program will also seek external funding to increase indigenous, innovative, and progressive strategies that will keep the Liberal Arts program on par with the community and its needs.

Appendices

Appendix A: Ka'ie'ie program expansion

Semester	Joiners	Transfers	Total
Fall 2013	37	19	56
Spring 2014	85	13	98
Fall 2014	75	47	122
Spring 2015	129	27	156
Fall 2015	99	74	173
Spring 2016	123	43	166

Appendix B: Marketing efforts

The following efforts by the Office of College and Community Relations highlighted Arts & Sciences as well as other programs at the College:

- A tabloid inserted into the Honolulu Star Advertiser; reach = 32,325 households.
- Two display ads ran in the Honolulu Star Advertiser. Total reach = 64,650 households in zip code areas 96825, 96816, 96821.
- A 10,000 over-run printed for distribution outlets.
- Marketing jump page developed, in collaboration with CELTT, to monitor and to capture leads.
- A microsite was developed, which was very beneficial; captured over 800 leads.
- 2014-2015
 - Digital marketing tested during July-August 2014. Conversions were above national average at – Google AdWords (44% conversion) and Facebook (43% conversion).
 - In Spring, the campaign only ran March-April 2015 due to circumstances beyond our control. Yet there were 21% returning visitors and 79% new visitors. The increase in page views correlated with the digital, radio, and television ad campaigns.
 - Six (6) television commercials were produced and ran 153 xs.
 - 1,615 web/mobile banner ads
- Kapi'olani CC Website
 - 2012-2013 sessions 1,517,285
 - 2013-2014 sessions 1,278,173
 - 2014-2015 sessions 806,257
- A total of 20,000 view booklets were produced with a courtesy over-run of 1,150.
- 500 Arts and Sciences Rack were produced

Appendix C: Summary of courses reviewed

	Number	Percent of total
Total A & S courses	507	100%
Courses that completed 5 year review	304	60%
Courses in-process	10	2%
Courses requiring action	16	3%
Experimental	8	2%
Independent Study	1	1%
Inactivated	7	1%
Deleted	83	16%

Appendix D: List of courses reviewed

AY Reviewed	Dept	Course	Status	Approval Date
2013-14	A&H	ART 207	Active	10/12/13
2013-14	A&H	ART 260	Active	11/12/13
2013-14	A&H	DNCE 131	Active	12/7/13
2013-14	A&H	ES 101	Active	12/7/13
2013-14	A&H	HWST 285	Active	12/7/13
2013-14	A&H	MUS 108	Active	12/7/13
2013-14	A&H	MUS 206	Active	8/11/13
2013-14	A&H	MUS 253	Active	11/12/13
2013-14	A&H	THEA 101	Active	12/7/13
2013-14	LLL	ENG 100	Active	12/7/13
2013-14	LLL	ENG 102	Inactive	12/7/13
2013-14	LLL	ENG 200	Active	12/7/13
2013-14	LLL	ENG 270	Active	1/22/14
2013-14	LLL	ENG 271	Active	1/22/14
2013-14	LLL	ENG 272	Active	1/22/14
2013-14	LLL	ENG 272B	Active	1/22/14
2013-14	LLL	ENG 272G	Active	1/22/14
2013-14	LLL	ENG 272M	Active	1/22/14
2013-14	LLL	ENG 272Q	Active	1/22/14
2013-14	LLL	ENG 273	Active	1/22/14
2013-14	LLL	ENG 273C	Active	1/22/14
2013-14	LLL	JOUR 205	Active	11/12/13
2013-14	LLL	JOUR 285	Inactive	12/7/13
2013-14	LLL	JOUR 285B	Inactive	12/7/13

2013-14	LLL	JOUR 285C	Inactive	12/7/13
2013-14	LLL	JOUR 285D	Inactive	12/7/13
2013-14	LLL	JPNS 101	Active	12/7/13
2013-14	LLL	JPNS 102	Active	12/7/13
2013-14	LLL	JPNS 257C	Active	12/7/13
2013-14	LLL	KOR 201	Active	11/12/13
2013-14	LLL	KOR 202	Active	11/12/13
2013-14	LLL	KOR 290	Active	8/31/13
2013-14	MS	BIOL 275L	Active	11/29/13
2013-14	MS	MATH 135	Active	12/7/13
2013-14	MS	MATH 140	Active	12/7/13
2013-14	MS	PHYL 160L	Active	1/22/14
2013-14	MS	SCI 295	Active	10/12/13
2013-14	SS	ASAN 201	Active	1/22/14
2013-14	SS	ED 277	Active	8/26/13
2013-14	SS	ED 278B	Active	12/7/13
2013-14	SS	ED 283	Active	10/7/13
2013-14	SS	ED 284	Active	8/26/13
2013-14	SS	ED 289	Active	8/27/13
2013-14	SS	ED 290	Active	8/30/13
2013-14	SS	ED 294	Active	12/7/13
2014-15	A&H	AMST 202	Deletion	11/13/14
2014-15	A&H	AMST 211	Deletion	11/13/14
2014-15	A&H	AMST 212	Deletion	11/13/14
2014-15	A&H	ART 109	Deletion	11/13/14
2014-15	A&H	ART 112	Active	4/11/15
2014-15	A&H	ART 115	Active	12/6/14
2014-15	A&H	ART 123	Active	11/13/14
2014-15	A&H	ART 125	Active	4/11/15
2014-15	A&H	ART 155	Deletion	12/6/14
2014-15	A&H	ART 189	Active	10/25/14
2014-15	A&H	ART 190	Deletion	12/6/14
2014-15	A&H	ART 190C	Deletion	1/17/15
2014-15	A&H	ART 190H	Deletion	12/6/14
2014-15	A&H	ART 190M	Deletion	12/6/14
2014-15	A&H	ART 191	Deletion	12/6/14
2014-15	A&H	ART 191G	Deletion	12/6/14
2014-15	A&H	ART 191J	Deletion	11/13/14
2014-15	A&H	ART 191R	Deletion	11/13/14
2014-15	A&H	ART 192	Deletion	12/6/14
2014-15	A&H	ART 192D	Deletion	11/13/14

2014-15	A&H	ART 192M	Deletion	11/13/14
2014-15	A&H	ART 192N	Deletion	11/13/14
2014-15	A&H	ART 192P	Deletion	12/6/14
2014-15	A&H	ART 192Q	Deletion	11/13/14
2014-15	A&H	ART 192R	Deletion	1/17/15
2014-15	A&H	ART 195	Deletion	11/13/14
2014-15	A&H	ART 201	Deletion	11/13/14
2014-15	A&H	ART 209	Deletion	11/13/14
2014-15	A&H	ART 224	Deletion	11/13/14
2014-15	A&H	ART 225	Active	12/6/14
2014-15	A&H	ART 243	Active	4/11/15
2014-15	A&H	ART 244	Active	4/11/15
2014-15	A&H	ART 248	Deletion	11/13/14
2014-15	A&H	ART 266	Deletion	11/13/14
2014-15	A&H	ART 273	Deletion	12/6/14
2014-15	A&H	ART 288	Deletion	4/11/15
2014-15	A&H	ART 289	Deletion	4/11/15
2014-15	A&H	ASAN 273	Deletion	11/13/14
2014-15	A&H	HIST 151	Active	10/25/14
2014-15	A&H	HIST 152	Active	10/25/14
2014-15	A&H	HIST 241	Active	1/17/15
2014-15	A&H	HIST 242	Active	1/17/15
2014-15	A&H	HWST 107	Active	11/13/14
2014-15	A&H	HWST 270	Active	1/17/15
2014-15	A&H	IS 161	Active	4/11/15
2014-15	A&H	MUS 104	Deletion	11/13/14
2014-15	A&H	MUS 122D	Deletion	11/13/14
2014-15	A&H	MUS 180	Deletion	11/13/14
2014-15	A&H	MUS 207	Deletion	11/13/14
2014-15	A&H	MUS 221B	Deletion	11/13/14
2014-15	A&H	MUS 221C	Deletion	11/13/14
2014-15	A&H	MUS 221D	Deletion	11/13/14
2014-15	A&H	MUS 222C	Deletion	11/13/14
2014-15	A&H	MUS 231G	Deletion	11/13/14
2014-15	A&H	PACS 108	Active	10/25/14
2014-15	A&H	PACS 273	Deletion	1/17/15
2014-15	A&H	SP 181	Active	12/11/14
2014-15	A&H	THEA 240	Deletion	11/13/14
2014-15	LLL	CHNS 201	Active	12/12/14
2014-15	LLL	CHNS 290	Active	12/6/14
2014-15	LLL	ENG 204	Deletion	11/13/14

2014-15	LLL	ENG 206	Deletion	11/13/14
2014-15	LLL	ENG 214	Deletion	11/13/14
2014-15	LLL	ENG 215	Deletion	11/13/14
2014-15	LLL	ENG 250	Deletion	11/13/14
2014-15	LLL	ENG 251	Deletion	11/13/14
2014-15	LLL	ENG 252	Deletion	11/13/14
2014-15	LLL	ENG 253	Deletion	11/13/14
2014-15	LLL	ENG 254	Deletion	11/13/14
2014-15	LLL	ENG 257B	Deletion	11/13/14
2014-15	LLL	ENG 257C	Deletion	11/13/14
2014-15	LLL	ENG 257N	Deletion	11/13/14
2014-15	LLL	ENG 257P	Deletion	11/13/14
2014-15	LLL	ENG 270B	Active	11/13/14
2014-15	LLL	ENG 270E	Active	11/13/14
2014-15	LLL	ENG 270F	Active	11/13/14
2014-15	LLL	ENG 270M	Active	11/13/14
2014-15	LLL	ENG 270N	Active	11/13/14
2014-15	LLL	ENG 271D	Active	12/6/14
2014-15	LLL	ENG 271P	Active	12/6/14
2014-15	LLL	ENG 272F	Active	11/13/14
2014-15	LLL	ENG 272N	Active	11/13/14
2014-15	LLL	ENG 272P	Active	12/6/14
2014-15	LLL	ENG 273N	Active	11/13/14
2014-15	LLL	ESOL 90F	Active	12/6/14
2014-15	LLL	ESOL 90S	Active	12/6/14
2014-15	LLL	ESOL 91F	Deletion	11/13/14
2014-15	LLL	ESOL 91S	Deletion	11/13/14
2014-15	LLL	ESOL 92F	Active	12/12/14
2014-15	LLL	ESOL 92S	Active	2/27/15
2014-15	LLL	ESOL 94F	Active	2/27/15
2014-15	LLL	ESOL 94S	Active	2/27/15
2014-15	LLL	FR 101	Active	4/11/15
2014-15	LLL	FR 102	Active	4/11/15
2014-15	LLL	HAW 101	Active	12/12/14
2014-15	LLL	HAW 102	Active	12/12/14
2014-15	LLL	HAW 201	Active	12/12/14
2014-15	LLL	HAW 202	Active	12/12/14
2014-15	LLL	HAW 224	Active	12/6/14
2014-15	LLL	HUM 269	Active	12/12/14
2014-15	LLL	IND 101	New/Active	1/17/15
2014-15	LLL	IND 102	New/Active	1/17/15

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2014-15	LLL	IT 102	Deletion	10/25/14
2014-15	LLL	IT 111	Deletion	10/25/14
2014-15	LLL	IT 112	Deletion	10/25/14
2014-15	LLL	IT 200	Deletion	10/25/14
2014-15	LLL	IT 201	Deletion	10/25/14
2014-15	LLL	IT 202	Deletion	10/25/14
2014-15	LLL	IT 211	Deletion	10/25/14
2014-15	LLL	IT 212	Deletion	10/25/14
2014-15	LLL	IT 294	Deletion	10/25/14
2014-15	LLL	JOUR 227	Active	1/17/15
2014-15	LLL	JPNS 201	Active	4/3/15
2014-15	LLL	JPNS 202	Active	5/9/15
2014-15	LLL	JPNS 257B	Active	10/25/14
2014-15	LLL	JPNS 50	Deletion	1/17/15
2014-15	LLL	LSK 90	Deletion	12/6/14
2014-15	LLL	LSK 91	Deletion	12/6/14
2014-15	LLL	LSK 92	Deletion	12/6/14
2014-15	LLL	LSK 94	Deletion	12/6/14
2014-15	LLL	SAM 50	Deletion	1/17/15
2014-15	LLL	SLT 102	Deletion	11/13/14
2014-15	LLL	SLT 103	Deletion	11/13/14
2014-15	LLL	SPAN 101	Active	12/12/14
2014-15	LLL	SPAN 102	Active	12/11/14
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2014-15	LLL	SPAN 202	Active	12/11/14
2014-15	LLL	SPAN 210	Active	1/17/15
2014-15	LLL	SPAN 250	Active	1/17/15
2014-15	LLL	VIET 101	New/Active	12/6/14
2014-15	LLL	VIET 102	New/Active	12/6/14
2014-15	MS	BIOC 141	New/Active	12/12/14
2014-15	MS	BIOC 241	Deletion	12/6/14
2014-15	MS	BIOC 244	Active	12/12/14
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2014-15	MS	BIOL 101L	Active	11/13/14
2014-15	MS	BIOL 124	Active	12/6/14
2014-15	MS	BIOL 124L	Active	1/17/15
2014-15	MS	BIOL 130	Active	1/26/15
2014-15	MS	BIOL 130L	Active	1/26/15
2014-15	MS	BIOL 265	Active	12/12/14
2014-15	MS	BIOL 265L	Active	12/12/14

2014-15	MS	BOT 101	Active	5/9/15
2014-15	MS	BOT 101L	Active	5/9/15
2014-15	MS	BOT 105	Active	5/9/15
2014-15	MS	BOT 130	Active	5/9/15
2014-15	MS	BOT 130L	Active	5/9/15
2014-15	MS	BOT 201	Active	5/9/15
2014-15	MS	BOT 201L	Active	5/9/15
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2014-15	MS	CHEM 151L	Deletion	11/13/14
2014-15	MS	CHEM 152	Deletion	11/13/14
2014-15	MS	CHEM 152L	Deletion	11/13/14
2014-15	MS	CHEM 162	Active	1/26/15
2014-15	MS	CHEM 162L	Active	1/17/15
2014-15	MS	EE 160	Active	11/13/14
2014-15	MS	EE 211	Active	11/13/14
2014-15	MS	EE 260	Active	11/13/14
2014-15	MS	EE 296	Active	11/13/14
2014-15	MS	MATH 103	Active	11/13/14
2014-15	MS	MATH 132	New/Active	1/17/15
2014-15	MS	MATH 205	Active	5/9/15
2014-15	MS	MATH 206	Active	5/9/15
2014-15	MS	MATH 206L	Deletion	5/9/15
2014-15	MS	ME 213	Active	11/13/14
2014-15	MS	MICR 230	Active	10/19/14
2014-15	MS	OCN 101	New/Active	2/27/15
2014-15	MS	PHYS 151	Active	5/9/15
2014-15	MS	PHYS 151L	Active	5/9/15
2014-15	MS	PHYS 152	Active	5/9/15
2014-15	MS	PHYS 152L	Active	5/9/15
2014-15	MS	PHYS 272	Active	5/9/15
2014-15	MS	PHYS 272L	Active	5/9/15
2014-15	MS	ZOOL 141	Active	5/9/15
2014-15	MS	ZOOL 141L	Active	5/9/15
2014-15	MS	ZOOL 142	Active	5/9/15
2014-15	MS	ZOOL 142L	Active	5/9/15
2014-15	MS	ZOOL 200	Active	11/13/14
2014-15	SS	ANTH 151	Active	12/6/14
2014-15	SS	ANTH 152	Active	12/6/14
2014-15	SS	ASAN 100	Active	12/6/14
2014-15	SS	ASAN 202	Active	12/6/14
2014-15	SS	ECON 120	Active	12/6/14

2014-15	SS	ECON 130	Active	1/17/15
2014-15	SS	ECON 131	Active	1/17/15
2014-15	SS	ED 100	Inactive	11/13/14
2014-15	SS	GEOG 101	Active	12/6/14
2014-15	SS	GEOG 101L	Active	12/6/14
2014-15	SS	GEOG 102	Active	12/6/14
2014-15	SS	GEOG 151	Active	12/6/14
2014-15	SS	GEOG 210	Inactive	11/13/14
2014-15	SS	POLS 110	Active	12/6/14
2014-15	SS	POLS 130	Active	12/6/14
2014-15	SS	POLS 171	Deletion	12/6/14
2014-15	SS	POLS 207	Active	11/13/14
2014-15	SS	POLS 270	Deletion	11/13/14
2014-15	SS	PSY 100	Active	12/6/14
2014-15	SS	PSY 170	Active	12/6/14
2014-15	SS	PSY 202	Active	12/6/14
2014-15	SS	PSY 230	Active	12/11/14
2014-15	SS	PSY 240	Active	12/6/14
2014-15	SS	PSY 250	Active	12/11/14
2014-15	SS	PSY 260	Active	12/6/14
2014-15	SS	PSY 270	Active	12/6/14
2014-15	SS	SOC 214	Active	11/13/14
2014-15	SS	SOCS 225	Active	12/6/14
2014-15	SS	SSCI 21	Deletion	11/13/14
2014-15	SS	SSCI 260	Active	12/6/14
2014-15	SS	WS 202	Active	12/6/14
2015-16	A&H	ART 101	Active	11/3/15
2015-16	A&H	ART 104	New/Active	1/2/16
2015-16	A&H	ART 105	Active	11/3/15
2015-16	A&H	ART 114	Active	11/7/15
2015-16	A&H	ART 126	Active	1/2/16
2015-16	A&H	ART 128	Active	1/2/16
2015-16	A&H	ART 129	Active	1/2/16
2015-16	A&H	ART 156	Active	11/7/15
2015-16	A&H	ART 157	Active	1/2/16
2015-16	A&H	ART 159	Active	1/2/16
2015-16	A&H	ART 212	Active	1/2/16
2015-16	A&H	ART 226	Active	1/2/16
2015-16	A&H	ART 246	Active	1/2/16
2015-16	A&H	ART 247	Making Active	1/2/16
2015-16	A&H	ART 256	Making Active	1/2/16

2015-16	A&H	ART 280	Active	11/7/15
2015-16	A&H	ART 284	Active	1/2/16
2015-16	A&H	ART 285	Active	1/2/16
2015-16	A&H	ART 290	Active	11/7/15
2015-16	A&H	ART 293	Active	1/2/16
2015-16	A&H	ART 294	Active	1/2/16
2015-16	A&H	ART 295	Active	1/2/16
2015-16	A&H	ART 296	Active	1/2/16
2015-16	A&H	ART 298	Active	9/24/15
2015-16	A&H	ART 299	Active	1/6/12
2015-16	A&H	DNCE 121	Active	1/2/16
2015-16	A&H	DNCE 122	Active	1/2/16
2015-16	A&H	HIST 197JF	Active	2/15/16
2015-16	A&H	HIST 197KF	Active	2/15/16
2015-16	A&H	MUS 201	Active	1/12/16
2015-16	A&H	PHIL 101	Active	1/2/16
2015-16	A&H	PHIL 103	Active	1/2/16
2015-16	A&H	PHIL 110	Active	1/2/16
2015-16	A&H	PHIL 111	Active	1/2/16
2015-16	LLL	ARAB 101	New/Active	1/1/16
2015-16	LLL	ARAB 102	New/Active	1/1/16
2015-16	LLL	CHNS 202	Active	11/3/15
2015-16	LLL	ESOL 197B	Active	2/7/16
2015-16	LLL	ESOL 197C	Active	2/7/16
2015-16	LLL	HAW 290	New/Active	1/2/16
2015-16	LLL	IS 197E	Active	2/7/16
2015-16	LLL	JPNS 297F	Active	2/15/16
2015-16	LLL	JPNS 298F	Active	2/15/16
2015-16	LLL	JOUR 250	New/Active	1/2/16
2015-16	MS	MATH 111	Active	1/18/16
2015-16	MS	MATH 112	Active	1/18/16
2015-16	MS	ZOOL 200L	Active	1/2/16
2015-16	SS	SOC 100	Active	8/24/15
	A&H	PACS 201	In Process	
	A&H	PACS 202	In Process	
	LLL	EALL 269	In Process	
	LLL	ENG 227	In Process	
	LLL	FIL 201	Requires Action	
	LLL	FIL 202	Requires Action	
	LLL	HAW 133	In Process	
	LLL	IS 103E	In Process	

	LLL	JPNS 257	Requires Action	
	LLL	KOR 111	In Process	
	LLL	KOR 257	Requires Action	
	LLL	KOR 257B	In Process	
	LLL	SLT 202	Requires Action	
	LLL	SLT 202B	Requires Action	
	LLL	SLT 203	Requires Action	
	LLL	SLT 203B	Requires Action	
	LLL	SLT 280	Requires Action	
	LLL	SLT 280E	Requires Action	
	LLL	SLT 280N	Requires Action	
	LLL	SLT 280P	Requires Action	
	LLL	SLT 290	Requires Action	
	MS	MATH 117	In Process	
	MS	OCN 201L	In Process	
	MKC	IS105B	Requires Action	
	MKC	IS105C	Requires Action	
	MKC	IS114	Requires Action	
AY Reviewed	Dept	Course	Status	Approval Date

Appendix E: Survey results: Overall quality of academic experience

How would you rate the overall quality of your academic experience?	Rating			
	Poor	Fair	Good	Excellent
AY 12-13 Leavers	0.0%	8.0%	40.0%	52.0%
AY 12-13 Gradleavers	0.0%	6.8%	52.3%	40.9%
AY 13-14 Leavers	3.3%	16.7%	36.7%	43.3%
AY 13-14 Gradleavers	0.0%	5.9%	31.4%	62.7%
AY 14-15 Leavers	2.4%	10.6%	44.7%	42.4%
AY 14-15 Gradleavers	0.0%	8.3%	58.3%	33.3%

Overall Means	0.1%	9.4%	43.9%	45.8%
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Appendix F: Survey results: Satisfaction with academic preparation

How satisfied were you with the academic preparation you received?	Rating			
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
AY 12-13 Leavers	0.0%	12.0%	46.0%	42.0%
AY 12-13 Gradleavers	0.0%	4.5%	56.8%	38.6%
AY 13-14 Leavers	3.3%	10.0%	58.3%	28.3%
AY 13-14 Gradleavers	0.0%	3.9%	56.9%	39.2%
AY 14-15 Leavers	2.4%	4.7%	62.4%	30.6%
AY 14-15 Gradleavers	0.0%	3.9%	56.9%	39.2%
Overall Means	0.1%	6.5%	56.2%	36.3%

Appendix G: Assessment results (Fall 2012 – Spring 2015)

AY 2012 – 2013 Assessment Results

PLO	Assessed?	Assessment Vehicle	Assessment Results (from 2013 ARPD)
Thinking / Inquiry	Yes	Writing Across the Curriculum (WAC)	"Students have difficulty The weakest area was with regard to perspective-taking. The strongest was handling of evidence"
Communication	Yes	Writing Across the Curriculum (WAC)	There are "difficulties for students with regard to content, clarity, and use of sources."
Self and Community	Yes	Service Learning	"... students tend to demonstrate awareness and skills that are

			below the expected level for graduating students but are consistent with expectations for students in their first year of college."
Aesthetic Engagement	Yes	Cornerstone Project	"The level of aesthetic engagement demonstrated ..., on average, met the benchmark."
Integrative Learning	No	—	—

AY 2012 – 2013 Next Steps

PLO	Next Steps (from 2013 ARPD)	Follow-Up
Thinking / Inquiry	<p>Recommendations:</p> <p>(1) "Support assessment of critical thinking by WAC and Cornerstone"</p> <p>(2) " Ask Cornerstone, WAC, and Service Learning to consider assessing creative thinking and other aspects of the ... PLO."</p> <p>(3) "Ask Cornerstone and WAC to consider using the same rubric dimensions for at least part of their Critical Thinking and Written Communication assessments so that more direct comparisons can be made."</p> <p>(4) "Develop a Liberal Arts initiative to improve the teaching and learning of critical thinking across the curriculum"</p>	<p>(1 – 3) Faculty participation in the Cornerstone Project dwindled, and no Cornerstone course sections have been taught since Spring 2013.</p> <p>(2) Not yet addressed</p> <p>(3) Similar dimensions were included so that direct comparisons could indeed be made.</p> <p>(4) A "Year of Critical Thinking" initiative was begun in Spring 2013, but was canceled in order to direct faculty energy towards completing Course Learning Reports (CLRs) to meet ACCJC accreditation requirements.</p>
Communication	(1) "Ask Cornerstone and WAC to consider using the same	(1) Faculty participation in the Cornerstone Project dwindled,

	<p>rubric dimensions for at least part of their Critical Thinking and Written Communication assessments so that more direct comparisons can be made."</p> <p>(2) "Pursue assessment of types of communication other than written."</p> <p>(3) "Consult with WAC to determine whether their protocol can generate data comparable to Cornerstone for Written Communication."</p> <p>(4) "Support WAC in further development and assessment of the library classes on evaluation of sources"</p>	<p>and no Cornerstone course sections have been taught since Spring 2013.</p> <p>(2) Not yet addressed.</p> <p>(3) WAC is currently working on this. The AY 2015-2016 rubric contrasted and compared data with ENG 100 for comparison. WAC is working on the PLR to see if improvement was made in each ladder step. Also, WAC is working to see if material improvement/strengths are consistent between Cornerstone and WAC courses.</p> <p>(4) Not yet addressed. WAC representation in receiving library support needs to be more robust, potentially highlighting the need for more full-time instructional librarians.</p>
<p>Self and Community</p>	<p>"Consult with Service Learning to determine whether their protocol can generate data comparable to Cornerstone" for this PLO.</p>	<p>Service Learning plans to collect data from new students (with a low number of total service hours) and from more advanced students (with a higher number of total service hours) to determine if any differences in outcomes exist.</p>
<p>Aesthetic Engagement</p>	<p>Recommendations: (1) "Continue to develop assessment of aesthetic engagement, particularly via Cornerstone" (2) "Recruit more faculty to participate in Cornerstone."</p>	<p>Faculty participation in the Cornerstone Project dwindled, and no Cornerstone course sections have been taught since Spring 2013.</p> <p>A small group of faculty has been meeting to discuss possible alternative methods of assessing aesthetic</p>

		engagement.
Integrative Learning	—	—

AY 2013 – 2014 Assessment Results

PLO	Assessed?	Assessment Vehicle	Assessment Results (from 2014 ARPD)
Thinking / Inquiry	Yes	Writing Across the Curriculum (WAC)	Students "are still struggling with in-depth text analysis, paraphrasing, quoting and documentation." "... results clustered in the 'Meets Slightly' and 'Meets' range."
Communication	Yes	Writing Across the Curriculum (WAC)	"... students met or exceeded expectations in thesis construction, documentation of sources, and clarity of thought." "... lower performances were in content development, organization, and critical thinking."
Self and Community	Yes	Service Learning	"... students tend to demonstrate awareness of key concepts, changed views and skills that are consistent with expectations for first-year students, but below the expected level for graduating students."
Aesthetic Engagement	No	—	—
Integrative Learning	No	—	—

AY 2013 – 2014 Next Steps

PLO	Next Steps (from 2014 ARPD)	Follow-Up
Thinking / Inquiry	<p>(1) "... provide more scaffolding and examples that will guide the students in their learning—to understand and produce work that demonstrates they can synthesize data and think critically." (WAC)</p> <p>(2) "To bolster students' burgeoning critical thinking skills and success with their written communication, WAC faculty recommend that they and campus librarians identify more credible websites and resources to draw students away from popular sites such as Wikipedia and Ask.com. They also suggest that they must provide clear sample outlines, more structured projects, and examples of how to critically and thoroughly analyze evidence in a given text. Students will benefit from these resources as well as having a mechanism to easily access handouts related to writing and writing conventions."</p> <p>(3) "... encourage and support programs to pursue specific assessment strategies" for creative thinking.</p> <p>(4) "... develop a Liberal Arts initiative to improve the teaching and learning of critical thinking across the curriculum."</p>	<p>(1) Not yet implemented.</p> <p>(2) WAC representation in receiving library support needs to be more robust, potentially highlighting the need for more full-time instructional librarians.</p> <p>(3) Not yet addressed.</p> <p>(4) A "Year of Critical Thinking" initiative was begun in Spring 2013, but was canceled in order to direct faculty energy towards completing Course Learning Reports (CLRs) to meet ACCJC</p>

		accreditation requirements.
Communication	<p>(1) "To bolster students' burgeoning critical thinking skills and success with their written communication, WAC faculty recommend that they and campus librarians identify more credible websites and resources to draw students away from popular sites such as Wikipedia and Ask.com. They also suggest that they must provide clear sample outlines, more structured projects, and examples of how to critically and thoroughly analyze evidence in a given text. Students will benefit from these resources as well as having a mechanism to easily access handouts related to writing and writing conventions."</p> <p>(2) "... address and assess other aspects of communication, aside from writing."</p> <p>(3) Provide WAC faculty with a shared login account for Survey Monkey.</p>	<p>(1) WAC representation in receiving library support needs to be more robust, potentially highlighting the need for more full-time instructional librarians.</p> <p>(2) Not yet addressed.</p> <p>(3) WAC established a Gmail account that allows for quick submissions from students. WAC also established a Survey Monkey account that allows some elements to be assessed via an online mechanism.</p>
Self and Community	<p>(1) Encourage faculty to "meaningfully integrate Service Learning into their courses, make the connection of their course content to service more explicit, clarify key concepts, require SL assignments, and widely read and share their students' reflection papers."</p> <p>(2) Providing discipline</p>	<p>(1) Service Learning's ongoing efforts include electronic and in-person discussions on this topic with both individual faculty and faculty groups.</p> <p>(2) Not yet addressed. Service</p>

	<p>coaches to mentor other service learning faculty and encouraging faculty to attend Change-Agent workshops may lead the faculty to become more engaged with Service Learning and therefore more willing to include it as a course requirement.</p> <p>(3) Embracing students who are at different levels and have varying needs will produce a broader range of reflections and make the assessment process and data gathered richer.</p> <p>(4) Encourage faculty to "prepare [students] better for their service—help them take advantage of reflection sessions, orientations and resources."</p>	<p>Learning hopes to pursue this avenue in the future.</p> <p>(3) Service Learning makes a continual effort to pursue this avenue via orientation, talk story sessions and midterm reflection workshops.</p> <p>(4) Service Learning's ongoing efforts include electronic and in-person discussions on this topic with both individual faculty and faculty groups.</p>
Aesthetic Engagement	<p>(1) "... explore more strategies to further develop and evolve the [Cornerstone aesthetic engagement assessment] process over the next assessment cycles"</p> <p>(2) "Cornerstone and curricular areas where aesthetic engagement is part of their content should be encouraged to work together on a reliable and valid protocol."</p>	<p>Faculty participation in the Cornerstone Project dwindled, and no Cornerstone course sections have been taught since Spring 2013.</p>
Integrative Learning	<p>" ... assess students in Liberal Arts concentrations or disciplines who are in 200 level courses and/or nearing graduation. Consult with Cornerstone and engage faculty to develop consistent protocol."</p>	<p>Faculty participation in the Cornerstone Project dwindled, and no Cornerstone course sections have been taught since Spring 2013.</p>
All	<p>"To enhance the assessment of Program SLOs, convene a</p>	<p>A Disappearing Task Force met on April 10, 2015 to</p>

	Disappearing Task Force of faculty who will provide a meta-assessment of the Cornerstone Project in order to determine its usefulness, viability, and future."	discuss the future of the Cornerstone Project. The general consensus of the group was that it had served its time and should be retired or reinvented.
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AY 2014 – 2015 Assessment Results

PLO	Assessed?	Assessment Vehicle	Assessment Results (from 2015 ARPD)
Thinking / Inquiry	Yes	Writing Across the Curriculum (WAC)	"The highest categories were Form and Structure, followed by Content and Clarity. The weakest categories were sources and evidence, and critical thinking."
Communication	Yes	Writing Across the Curriculum (WAC)	"The highest categories were Form and Structure, followed by Content and Clarity. The weakest categories were sources and evidence, and critical thinking."
Self and Community	Yes	Service and Sustainability Learning (KS&SL)	"... average scores for the five dimensions assessed all fell within [the 1 – 2] range."
Aesthetic Engagement	No	—	—
Integrative Learning	No	—	—

AY 2014 – 2015 Next Steps

PLO	Next Steps (from 2015 ARPD)	Follow-Up
Thinking / Inquiry	"... further adaptation of the critical thinking rubric and enhanced reading across the discipline throughout the college experience." (WAC)	
Communication	"... further adaptation of the	

	critical thinking rubric and enhanced reading across the discipline throughout the college experience." (WAC)	The AY 2015-2016 rubric contrasted and compared data with ENG 100 for comparison. WAC is working on the PLR to see if improvement was made in each ladder step. Also, WAC is working to see if material improvement/strengths are consistent between Cornerstone and WAC courses.
Self and Community	"... gather additional data from both WAC and KS&SL so that we can begin to determine if and how much improvement is shown by students who have more WI credits (for WAC) or more service hours (for KS&SL)."	Beginning in AY 2015-16, Service Learning will assess 60 essays per semester organized by number of credits and service-learning hours.
Aesthetic Engagement	—	—
Integrative Learning	—	—