College Mission Statement

Kapi'olani Community College

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

College Vision Statement

Kapi'olani Community College prepares students for lives of critical inquiry and effective engagement and leadership in careers that strengthen the health, well-being, and vitality of the individuals, families, and communities that support us, the cultural traditions that shape and guide us, and the land and sea that sustain us.

Arts and Sciences Mission Statement

The mission of the Arts and Sciences Academic Cluster is to provide students with a high quality innovative liberal arts program that prepares students to meet rigorous baccalaureate requirements and personal enrichment goals, pursue life-long learning, and lead lives of ethical, responsible community involvement.

Part I. Executive Summary of Program Status Response to Previous Program Review Recommendations

Review of the goals from the 2007-2010 Arts & Sciences Tactical Plan.

The goals and outcomes from the Liberal Arts Tactical Plan, 2007-2010 are listed below, along with data and commentary on the performance of the program.
Goal 1. Prioritize and improve enrollment management for increased access and success.
Performance Measures: 1.1 Increase KCC share of going rate of high school students: especially Native Hawaiian, under-represented immigrant students, STEM majors. 1.2 Increase number of students who transfer by 10%. 1.3 Increase number of students who graduate by 10%.

Data Related to Goal 1.1: Increase Access

The number of students and going rates of Hawai‘i State High School graduates entering KCC have steadily increased from Fall 04-Fall 08.

<table>
<thead>
<tr>
<th>Going Rates</th>
<th>Fall 04</th>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Fall 07</th>
<th>Fall 08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>574 / 4.3%</td>
<td>629 / 4.7%</td>
<td>696 / 5.1%</td>
<td>793 / 5.7%</td>
<td>817 / 5.6%</td>
</tr>
</tbody>
</table>

Source: Table 6f Number And Going Rate Of Hawai‘i State High School Graduates Entering Kapi‘olani Community College, By District And School Fall 2004 To Fall 2008 High School Background Of First-Time Students, University Of Hawai‘i, Fall 2008. Institutional Research Office University of Hawai‘i. September 2009.

Liberal Arts enrollment increased 13% in fall 09 over fall 08, including an 18% increase in native Hawaiian students and a 136% increase in STEM majors. (the timeframe for the 3-year is 2006-2009. I don’t think you should be including Fall 09 data, although it makes an even stronger case)

These increases are due to multiple factors including a downturn in the economy, but also recruitment from district high schools and also recruitment by STEM, ESOL, and Educational Paraprofessional programs.

Total Enrollment (same here, the columns should show Fall 06-07-08)

<table>
<thead>
<tr>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>No. Increase F 08 to F 09</th>
<th>% Increase F 08 to F 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Majors</td>
<td>3239</td>
<td>3653</td>
<td>4080</td>
<td>427</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>1173</td>
<td>1289</td>
<td>1531</td>
<td>242</td>
</tr>
<tr>
<td>STEM Majors</td>
<td>3</td>
<td>36</td>
<td>85</td>
<td>49</td>
</tr>
</tbody>
</table>

Source: KCC OFIE data.

The overall enrollment increase in fall 09 was due mainly to a downturn in the economy; in response to the increase in demand, the Liberal Arts schedule was revised to offer more classes in high demand areas.

Increase in Hawaiian students and STEM majors resulted from promoting the new AS in Natural Sciences degree, with summer bridge programs, increased advising and tutorial support, financial aid, and project-based learning, funded by TCUP and NSF grants and targeting Hawaiian students. The AS in NS degree, which prepares students for careers in science and technology, was awarded the UH CC’s outstanding Career-Technical program in 2009.

Data Related to Goal 1.2 and 1.3: Increase Transfers and Graduates

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>06</th>
<th>07</th>
<th>08-09</th>
<th>No. Change 07-08 to 08-09</th>
<th>% Change 07-08 to 08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>225</td>
<td>339</td>
<td>312</td>
<td>-27</td>
<td>-8%</td>
</tr>
<tr>
<td>Transfers to UH 4-yr</td>
<td>516</td>
<td>509</td>
<td>239</td>
<td>NA. See comment below.</td>
<td>NA</td>
</tr>
</tbody>
</table>

Source: Program Review Data
Degrees and certificates awarded rose between 2006 and 2007, then flattened out. The number of transfers fell by more than half due to a change in the definition of the data (07 includes transfers in fall and spring semesters; 08-09 includes transfers in fall only).

According to an IRO report: "While a few students transfer from one UH four-year campus to another, the vast majority of the transfers to the UH four-year campuses from within the UH system comes from the UH Community Colleges. Among the UHCC campuses, Kapi'olani CC accounts for approximately one-third of all UHCC transfers; the vast majority of these transfers go to UH Mānoa." Transfers from KCC in three fall semesters:

<table>
<thead>
<tr>
<th></th>
<th>F06</th>
<th>F07</th>
<th>F08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers to UHM</td>
<td>487</td>
<td>526</td>
<td>500</td>
</tr>
<tr>
<td>Transfers to UHH</td>
<td>13</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Transfers to UHWOC</td>
<td>50</td>
<td>62</td>
<td>77</td>
</tr>
<tr>
<td>Totals</td>
<td>550</td>
<td>608</td>
<td>605</td>
</tr>
</tbody>
</table>


Goal 2. Increase Access / Alternative Delivery Classes, 2.1 Increase the number of alternative delivery classes: Alternate delivery includes online classes; hybrid classes, team-taught classes, learning communities. Performance Measures: 20% increase in the number of online classes (58 sections in Fall 2006; add 12 in 07-08; 14 in 08-09; 16 in 09-10); 10% increase in hybrid classes (24 sections in Fall 2006; add 2 in 07-08, 2 in 08-09, and 3 in 09-10); add team-taught classes (0 in Fall 200), add one each year, 20% increase in the number of learning communities (4 in Fall 2006, add one each year.)

Data and Commentary Related to Goal 2.1. Increase Access / Alternative Delivery Courses

The percentage of online courses offered rose from 9% in 07-08 to 12% in 08-09 to 15% in Fall 09, with the highest percentage of online courses in the Social Sciences (28%). Faculty doubled the projected goal of 84 online courses for 08-09, to 164 courses. The number of instructors who are offering online classes has also increased from 21 instructors in spring 07 to 48 in fall 09. Given limited campus facilities, steady increases in commuting costs in time and money, and the need to provide access to relatively remote underserved regions, online offered the most potential to increase access.

<table>
<thead>
<tr>
<th>Department</th>
<th>07-08 No. of Courses</th>
<th>07-08 % of Total</th>
<th>08-09 No. of Courses</th>
<th>08-09 % of Total</th>
<th>F 09 Only No. of Courses</th>
<th>F 09 % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>23</td>
<td>6%</td>
<td>38</td>
<td>9%</td>
<td>27</td>
<td>11%</td>
</tr>
<tr>
<td>LLL</td>
<td>36</td>
<td>9%</td>
<td>47</td>
<td>12%</td>
<td>30</td>
<td>14%</td>
</tr>
<tr>
<td>MS</td>
<td>29</td>
<td>8%</td>
<td>41</td>
<td>10%</td>
<td>29</td>
<td>13%</td>
</tr>
<tr>
<td>SS</td>
<td>31</td>
<td>18%</td>
<td>38</td>
<td>25%</td>
<td>23</td>
<td>28%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>119</td>
<td>9%</td>
<td>164</td>
<td>12%</td>
<td>109</td>
<td>15%</td>
</tr>
</tbody>
</table>

Source: KCC OFIE.

In addition to a greater number and percentage of courses being taught, a greater diversity of disciplines are being offered online, doubling from 12 disciplines in spring 07 to 24 in Fall 09. In 2008-2009, French and Spanish joined Japanese as languages taught online. Sciences and math courses are also being offered online.
On a cautionary note, currently overall success rate in online courses is 65% lower than the success rate overall, which is is 69%.

Learning communities have been slow to enroll and generally under-enrolled; they have not increased significantly in number.

**Goal 2. Student Success. 2.2 Increase retention rate (as measured by fewer Fs and Ws).**

**Performance Measures:** Spring 2008; Increase by 10% rate of students earning a D or higher in designated classes with high attrition (need baseline data). Increase by 10% persistence of students from Fall to Spring, and from Fall to Fall (need baseline data) (No baseline data provided in the tactical plan.)

**Strategies:** Fall 2007: Review and revise duties and responsibilities of discipline/course coordinators to include promotion of engaged learning strategies (e.g. coaching & advising new faculty, integration of technology, sharing effective teaching methodologies/experiences).

**Data and Commentary Related to Goal 2.2. Course Completions, Native Hawaiian Student Success.**

**Success Rates: Percentage of student passing with a C or better.**

<table>
<thead>
<tr>
<th>Department</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>71%</td>
<td>72%</td>
<td>71%</td>
<td>NA</td>
</tr>
<tr>
<td>LLL</td>
<td>71%</td>
<td>69%</td>
<td>69%</td>
<td>NA</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>62%</td>
<td>61%</td>
<td>65%</td>
<td>NA</td>
</tr>
<tr>
<td>Math</td>
<td>48%</td>
<td>51%</td>
<td>49%</td>
<td>NA</td>
</tr>
<tr>
<td>SS</td>
<td>69%</td>
<td>70%</td>
<td>70%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>67%</strong></td>
<td><strong>67%</strong></td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>

Source: IRO_REGS_UH via Cheryl A. Chappell-Long, Director Academic Planning, Assessment, and Policy Analysis; 08-09 from program review data.

**Withdrawals: Percentage of students withdrawing from classes.**

<table>
<thead>
<tr>
<th>Department</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
<td>NA</td>
</tr>
<tr>
<td>LLL</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
<td>NA</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>18%</td>
<td>19%</td>
<td>15%</td>
<td>NA</td>
</tr>
<tr>
<td>Math</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>NA</td>
</tr>
<tr>
<td>SS</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13%</strong></td>
<td><strong>12%</strong></td>
<td><strong>13%</strong></td>
<td><strong>NA</strong></td>
</tr>
</tbody>
</table>


Course success rates rose 2% in Arts and Sciences, from 67% to 69% between 07-08 and 08-09. An increase in success rates and decrease in withdrawal rates occurred mainly in the Natural Sciences. The improvement may be due to interventions in STEM (summer bridge programs, increased advising and tutorial support, financial aid, and project-based learning). Chairs and discipline coordinators were provided with new reporting forms in Summer 09 to focus their attention on, among other data, success rates in courses.

Native Hawaiian students continue to have lower success rates than the success rates of all students in Gatekeeper STEM courses; however while the rate for all students remained about the same, there was
some improvement in the success rate of Native Hawaiian students.

<table>
<thead>
<tr>
<th></th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiians</td>
<td>41%</td>
<td>46%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>All Students</td>
<td>53%</td>
<td>51%</td>
<td>56%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Source: STEM Powerpoint.

Goal 2. Student Success. 2.3 Develop SLOs at program level and for Gen Ed, at program and category level.

Commentary Related to Goal 2.3 Develop SLOs at program level
General Education SLOs have been established at the AA degree program level in spring 2009 including outcomes in communications, critical thinking and inquiry, aesthetic engagement, self and community, and integrative learning. The outcomes have two levels in Arts and Sciences: Level I, introductory, and Level 2, applied. In fall 09, the departments are considering adopting outcomes for the AA degree diversification requirements. The chairs are developing a plan to assess and improve SLOs for the AA and AS in NS degrees.

Goal 3 To Invest in People: Professionals in a Learning Organization: Increase the number of faculty engaged in professional development; Increase the number of professional development opportunities focused on scholarship of teaching. Performance Measures: 3.1 Establish professional development fund for A&S faculty to supplement FDC funds for Fall 2007 and Spring 2008. 3.2 Develop criteria for awards [Fall 2007].

Data and Commentary Related to Goal 3 To Invest in People

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty</td>
<td>56</td>
<td>131</td>
<td>128</td>
</tr>
<tr>
<td>Number of opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: CELTT Report

Number of faculty participating in professional development through CELTT doubled between 2006-2007 and 2007-2008, then leveled off in 2008-2009. The increase in participants was a result of WebCT (online learning environment) being discontinued and a new online environment, Laulima, being launched. Faculty needed to learn the new online environment and transfer their course materials into it. No special professional development fund for A&S faculty has been established. Much of the professional development was funded by Title II.

Goal 4. Develop a student-friendly campus environment that encourages and enables students to be health-conscious and civic minded, and to value themselves, the community, civility and active participation. Performance Measures: 4.1 To increase the number of service-learning opportunities (Explore a service-learning/civic engagement requirement for the A.A degree, ensuring academic rigor [08-09]) 4.2 To increase the number of students who access fitness facility. (Offer fitness opportunities on campus through ESS program; open facility to general student population through courses [AY 07-08])

Data and Commentary Related to Goal 4.1 Service Learning Opportunities.

Number of Courses Offering Service Learning/ Number of Students Participating, from 2007-2009
While the number of courses offering service learning remained stable, the number of students participating in service learning per year is trending upward. Supervisors of KCC’s service learning students rate their performance, 3.77 on a 4-point scale (3 = good; 4 = excellent) in areas such as reliability, sensitivity, willingness to learn and communication skills. Despite the positive outcomes for students, a service-learning/civic engagement requirement for the A.A. degree has not been proposed or adopted.

Commentary Related to Goal 4.2. Faculty Fitness Facility.

A faculty fitness facility was not established due to space limitations and liability issues. The Exercise and Sports Science program, which instructs in fitness training, was transferred from Arts and Sciences to Health Sciences, as of Fall 2009.

Part II. Program Description

1. History: The Arts and Sciences program at Kapi‘olani Community College was established in 1965 when Kapi‘olani Technical School was converted to Kapi‘olani Community College. The program and course offerings are organized into four departments: Arts and Humanities; Languages, Linguistics, and Literature; Math/Science, and Social Sciences.

   Significant Developments over the last three years include the following:
   • Robust enrollments; increased focus on success/re-enrollment/graduation or transfer.
   • Emergence of STEM (Science, Technology, Engineering, and Math emphasis), with support from federal grants; development of an Associate Degree in Natural Sciences (AS in NS) as a transfer degree for students interested in pursuing science majors.
   • Development of a pre-Education pathway with Special Education, Second Language Teaching, Deaf Studies components.
   • Continuation of Service Learning to develop civic engagement and social responsibility among students.
   • Emergence of Online Education
   • Student Learning Outcome development for the AA degree.
   • STEM and New Media Arts faculty collaborated on a contract with the Department for Business, Economic Development and Tourism to develop Creativity Academies, a curriculum and teacher training program that blends aesthetic and scientific concepts in a digital environment.

2. Program goals: The goal of the program is to increase the number of AA degree graduates and transfers to four-year institutions. (See Action Plan below for focus of efforts.)

3. Occupations for which this program prepares students: the AA degree is a transfer degree and does not prepare students for a specific occupation. The AS in NS degree may prepare students for work in science labs as technicians.

4. Program SLOs: General Education SLOs have been developed for the AA degree. Diversification SLOS are currently being considered. The department chairs, with the faculty senate SLO coordinator and committee, are formulating a plan to assess and improve the SLOs for the AA degree. A pilot
project to assess and improve outcomes in Foundation Writing courses and Literature was undertaken in fall 09.

5 Admission requirements: Kapi'olani Community College is an open-door college that welcomes any person 18 years of age or older. The UH Common Admission Application form and pertinent instructions are available at the Office of Admissions and Information Services or in the counseling offices of any high school in Hawaii. A completed application form, residency information form, and other documents requested by the college must be submitted to the Office of Admissions by July 1 for the Fall semester, November 1 for the Spring semester, or May 1 for the Summer session.

6 Credentials, licensures offered: None.

7 Faculty and staff (Keolani & Colleen are the 2 APTs)

<table>
<thead>
<tr>
<th></th>
<th>AH</th>
<th>LLL</th>
<th>MS</th>
<th>SS</th>
<th>Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>25</td>
<td>30</td>
<td>21</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Staff-APT</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Staff-Sec-Clerical</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lecturers</td>
<td>40-50</td>
<td>40-50</td>
<td>Varies</td>
<td>24</td>
<td>NA</td>
</tr>
</tbody>
</table>

8 Resources
Adequate resources have been provided to the Liberal Arts Program to achieve its mission. General funds and tuition and fees have been supplemented by federal funds (Title III, TCUP, NSF, Perkins) to develop innovative teaching methods and student support, as well as renovate classrooms, labs, and learning spaces.

9 Articulation agreements:
Effective Fall 1994, students who have earned an articulated Associate in Arts (AA) degree from a University of Hawai‘i Community College shall be accepted as having fulfilled the general education core requirements at all other University of Hawai‘i campuses. While an articulated AA degree satisfies general education core requirements, students must also complete all specialized lower-division, major, college and degree/graduation requirements. Additional campus specific requirements, such as competency in a foreign language or writing-intensive courses may also be required. With planning, most, if not all, of these requirements may be incorporated into the Associate in Arts degree; if not, they are required in addition to the Associate in Arts degree. Articulation information may be viewed at http://www.hawaii.edu/gened/articulation.htm

KCC also has DEGREE PATHWAY AGREEMENTS (Dual Admission and Dual Enrollment) with the four year campuses in the system, UH Manoa, West O‘ahu College and UH Hilo. See http://www.hawaii.edu/vpaa/system_aa/articulation/articulation.html

10 Community connections: The following advisory committees and partnerships are active:
- Art Advisory Committee
- Koa Gallery Advisory Committee
- Malama Maunalua Bay Partnership for the assessment and restoration of the large bay that lies east of the campus. KCC provides Service Learning students, place-based learning in Arts and Sciences courses; and server space for the non-profit on its website.

11 DOE connections: First year experience counselor provides a connection to the DOE high schools in closest proximity to the campus. The ESOL, STEM, and Education Paraprofessional coordinator also conduct outreach to DOE high schools to recruit students and offer summer bridge programs in their program areas. Creativity Academies activities also included DOE teacher training.

12 Distance delivered/off campus programs, if applicable: None.
## Part III: Quantitative Indicators for Program Review

### Annual Report of Program Data for Liberal Arts

Kapiolani Community College Program Major(s): LBRT

<table>
<thead>
<tr>
<th>Overall Program Health</th>
<th>Demand Indicators</th>
<th>Efficiency Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>06</td>
<td>07</td>
</tr>
</tbody>
</table>

### Demand Indicators

1. **New & Replacement Positions (State)**
   - 2006: NA
   - 2007: NA
   - 2008: NA

2. **New & Replacement Positions (County Prorated)**
   - 2006: NA
   - 2007: NA
   - 2008: NA

3. **Number of Majors**
   - 2006: 3321
   - 2007: 3227
   - 2008: 3,496

4. **SSH Program Majors in Program Classes**
   - 2006: 24,509
   - 2007: 23,839
   - 2008: 49,303

5. **SSH Non-Majors in Program Classes**
   - 2006: 15,105
   - 2007: 17,011
   - 2008: 33,689

6. **SSH in All Program Classes**
   - 2006: 39,614
   - 2007: 40,850
   - 2008: 82,992

7. **FTE Enrollment in Program Classes**
   - 2006: 2640.93
   - 2007: 2723.33
   - 2008: 2,766

8. **Total Number of Classes Taught**
   - 2006: 583
   - 2007: 586
   - 2008: 1,138

### Efficiency Indicators

9. **Average Class Size**
   - 2006: 23.08
   - 2007: 23.71
   - 2008: 25.0

10. **Fill Rate**
    - 2006: 89.32%
    - 2007: 91.54%
    - 2008: 88%

11. **FTE BOR Appointed Faculty**
    - 2006: 119.94
    - 2007: 101.5

12. **Majors to FTE BOR Appointed Faculty**
    - 2006: 26.91
    - 2007: 34.6

13. **Majors to Analytic FTE Faculty**
    - 2006: 29.62
    - 2007: 28.66
    - 2008: 26.9

13a. **Analytic FTE Faculty**
    - 2006: 130.1

14. **Overall Program Budget Allocation**
    - 2008-09: $9,360,512

14a. **General Funded Budget Allocation**
    - 2008-09: NA

14b. **Special/Federal Budget Allocation**
    - 2008-09: NA

15. **Cost per SSH**
    - 2008-09: $118

16. **Number of Low-Enrolled (<10) Classes**
    - 2008-09: 38

---

### Notes

- **Demand** indicates indicators reflecting student demand.
- **Efficiency** indicates indicators reflecting program efficiency and capacity.

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**Healthy** indicates that the program is performing well in terms of student demand and capacity.
### Effectiveness Indicators

<table>
<thead>
<tr>
<th>Effectiveness Indicators</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>06-07</td>
</tr>
<tr>
<td>17 Successful Completion (Equivalent C or Higher)</td>
<td>67%</td>
</tr>
<tr>
<td>18 Withdrawals (Grade = W)</td>
<td>3229</td>
</tr>
<tr>
<td>19 Persistence (Fall to Spring)</td>
<td>66.67</td>
</tr>
<tr>
<td>20 Unduplicated Degrees/Certificates Awarded</td>
<td>225</td>
</tr>
<tr>
<td>20a Number of Degrees Awarded</td>
<td></td>
</tr>
<tr>
<td>20b Certificates of Achievement Awarded</td>
<td></td>
</tr>
<tr>
<td>20c Academic Subject Certificates Awarded</td>
<td></td>
</tr>
<tr>
<td>20d Other Certificates Awarded</td>
<td></td>
</tr>
<tr>
<td>21 Transfers to UH 4-yr</td>
<td>516</td>
</tr>
<tr>
<td>21a Transfers with degree from program</td>
<td></td>
</tr>
<tr>
<td>21b Transfers without degree from program</td>
<td></td>
</tr>
</tbody>
</table>

C/P denotes that the measure is provided by the college, if necessary.

Data current as of: 8/19/2009 - 3:30:PM

### Distance Education Completely On-line Classes

<table>
<thead>
<tr>
<th>Distance Education Completely On-line Classes</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>06</td>
</tr>
<tr>
<td>22 Number of Distance Education Classes Taught</td>
<td></td>
</tr>
<tr>
<td>23 Enrollment Distance Education Classes</td>
<td></td>
</tr>
<tr>
<td>24 Fill Rate</td>
<td></td>
</tr>
<tr>
<td>25 Successful Completion (Equivalent C or Higher)</td>
<td></td>
</tr>
<tr>
<td>26 Withdrawals (Grade = W)</td>
<td></td>
</tr>
<tr>
<td>27 Persistence (Fall to Spring Not Limited to Distance Education)</td>
<td></td>
</tr>
</tbody>
</table>
Part IV. Assessment Results Chart for Program SLOs (3-5 year trend)

Changes made as a result of findings

A plan for assessing and improving the SLOs of the AA degree is under development.

Part V. Curriculum Revision and Review

(Minimum of 20% of existing courses is to be reviewed each year.)

<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>9/162</td>
<td>2/162</td>
<td>5/162</td>
<td>16/162 = 10%</td>
<td>60%</td>
</tr>
<tr>
<td>LLL</td>
<td>3/144</td>
<td>13/144</td>
<td>9/144</td>
<td>25/144 = 17%</td>
<td>60%</td>
</tr>
<tr>
<td>MS</td>
<td>6/111</td>
<td>5/111</td>
<td>11/111</td>
<td>22/111 = 20%</td>
<td>60%</td>
</tr>
<tr>
<td>SS</td>
<td>0/54</td>
<td>16/54</td>
<td>3/54</td>
<td>19/54 = 35%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Part VI. Survey results

1. Student satisfaction: CCSSE provides feedback to the college concerning student experiences at KCC.
2. Occupational placement in jobs (for CTE programs) NA
3. Employer satisfaction (for CTE programs) NA
4. Graduate/Leaver (for CTE programs) NA

Part VII. Analysis of Program

1. Alignment with mission: The program activities are well aligned with the Arts and Sciences mission and the college’s mission.

2. Strengths and weaknesses based on analysis of data

Strengths
- With enrollment demand driven by the recession economy, Liberal Arts was able to adjust its Fall 2008 schedule to accommodate the surge. The number of majors rose above 4,000.
- Access was increased via online courses: the percentage of online courses went from 11% to 15% of total between 2008 and 2009; from 84 courses to 114 courses (Program Review Data from IRO).
- Demand for program courses remains high: and efficiency has improved: although the Program Review Data from IRO indicates fill-rates have decreased from 91% to 88%, average class size has gone up form 23.7 to 25. At the end of the first week of fall semester, the fill rates in courses offered by Liberal Arts departments were 90-95%. The 88% in the Program Review data is at the census date, in the last week of September, after withdrawals take place. The fill-rate is slightly higher in online classes, at 90%.
- At the same time the number of low-enrolled classes decreased between Fall 08 and Fall 09:

<table>
<thead>
<tr>
<th>Number of Low enrolled Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>F 06</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>No. of courses</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Systematic efforts to increase the efficiency of scheduling has resulted in better fill rates, higher average class sizes and fewer low-enrolled classes.

**Weaknesses:**

- The reported number of transfers fell from 509 to 239 due to a change in the definition of this data element: Fall 09 data includes those students with home campus UH Manoa, UH Hilo, or UH West Oahu for the first time in **Fall 2008 only (one semester)**; fall 07-08 data included students who changed home institution to either UHM, UHH or UHWO in the next fall or spring (**two semesters**).
- The number of transfers remained flat between **2008-09 (should this be 2008-09)**.
- Success rates are below 70% (69% overall, 65% in online courses) and could be improved. Math continues to have the lowest success rates (around 50%), followed by Natural Sciences, although the Natural Sciences success rate improved, from 61% in 06-07 to 65% in 07-08.
- Withdrawal rates show a similar pattern to success rates, with around 10% in Arts and Humanities, LLL, and Social Sciences, but higher in the Natural Sciences (15%) and Math (21%). Like success rates, withdrawal rates in the Natural Sciences are improving, down from 18-19% to 15%.
- Persistence (fall to spring) is stronger in face-2-face courses, at 67% than in online classes (53%); both rates could be improved.
- Assessment of program SLOs has been slow in developing. SLOs have been identified; the department chairs, with the faculty senate SLO coordinator, are developing plans to assess them.
- Departments haven’t kept up with curriculum revision and review. Curriculum Central (an online curriculum management program) may help the college keep its courses current.

**3. Evidence of quality**

The most recent report from the system office (September 2005) indicates that students who transfer from the community colleges with AA degrees tend to do well at UHM:

- As measured at the end of their first semester, first-time freshmen having good academic standing averaged 94% at the end of the third year of enrollment. However the cohorts studied, 1997-1998, are old and the UHCC IRO office needs to do a contemporary study comparing the performance of CC/KCC students at four year campuses vis-à-vis students who matriculate directly into the four year campuses.

**4. Evidence of student learning**

Systematic collection of evidence of student learning is lacking, as the program has not yet begun to assess its program SLOs. A pilot test of an assessment and improvement in Foundation Writing courses and Literature courses undertaken in fall 09. The dean, chairs and discipline coordinators, along with the Faculty Senate assessment coordinator are developing a plan for a more comprehensive assessment of the AA degree.

**5. Resource sufficiency**

Sufficient resources are available to offer a high quality Liberal Arts program.

**6. Recommendations for improving outcomes**
Two main recommendations are being made:

a. Chairs, coordinators, and faculty should continue to focus their effort on improving outcomes (success rates and quality of student work) vs. reporting activities; implement plans to assess and improve student learning outcomes.

b. Hire a permanent dean to assist in guiding this effort.

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**Part VIII. Action Plan (2010-2013)**

**Main Areas of Focus**

- **Student Success**: Arts and Sciences needs to move beyond a focus on fill-rate efficiency to focus on success rates. While students are enrolling in record numbers, less than 70% are succeeding and persisting. By improving course success rates (especially in gatekeeper courses), persistence and transfer/graduation rates should improve, as the data indicates those who succeed (69%) also seem to persist from fall to spring (67%). Key questions for chairs, coordinators, and faculty: what kinds of changes in prerequisites, college preparatory classes, pedagogy, class size, financial aid, and student support will help to improve success rates? Without unlimited resources, what strategies have proven to be successful and should be given priority in funding?

- **Student Learning Outcomes (SLOs) Assessment and Improvement**: the strategic planning goal is for the college to go through two cycles of assessment/improvement of SLOs by 2015; and at least one cycle by the next accreditation visit scheduled for 2012.

- **Course and Curriculum Review**: The goal is 20% of the courses per year. Arts and Sciences has lagged on course reviews.

- **Course and Program Development**: Liberal Arts needs to develop/direct/advise/support students in pathways to (1) degrees in majors that lead to high skill, high wage, and high demand employment in the community (STEM, Business, Education, etc.); and (2) degrees in majors with high interest and demand among students.

- **Faculty Support/Professional Development**: To improve success rates and assess and improve SLOs, the chairs, discipline coordinators and faculty need to work with CELTT and college-wide coordinators of emphases such as Writing across the Curriculum Plus (WAC+) and the Information and Technology Emphases (KITE) to provide training in research-based pedagogies of success as well as assessment and improvement strategies. Faculty need to form community of practice to identify specific problem areas, research and implement best practices for addressing the problems, and track and assess the effects of implementation of these practices.

- **Student Support**: In counseling, the focus should be on (1) strengthening the Ka’ie’ie transfer program; (2) establishing individual learning maps for students to keep students on track, with periodic assessment of their progress toward their goals; and (3) developing financial aid awareness and planning.

The following strategies and activities for the Arts and Sciences Unit are aligned with the relevant outcomes of KCC Strategic Plan, 2008-2016. **Benchmark Note**: Arts and Sciences will use as benchmarks the same percentage increases as the college does for each performance measure.

| STRATEGIC OUTCOME A: Native Hawaiian Educational Attainment / Increase Participation and Success (degree completion) by Native Hawaiian students. PERFORMANCE MEASURE A1: Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303. PERFORMANCE MEASURE A4: Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. Increase certificate and degree completion by Native Hawaiian students from 64 to 105 per year, and total increase in Native Hawaiian transfer is from 59 to 85 per year. |
Strategies and Activities for 2010-2013:

KCC enrolled 1531 Native Hawaiian students in Fall 2009, exceeding its 2015 goal of 1303 students.

The Arts and Sciences goal now is to maintain its share of the number, if not increase it; and to focus on student success by doing the following:

- Develop and offer Hawaiian Studies courses aligned with the tracks in UHM’s Hawaiian Studies program and with pathways into high demand disciplines at KCC. For example, the following courses are aligned with UHM’s Malama Ahupua’a track and KCC’s health, ecology, and sustainability pathways: HWST 130 Hoe Wa’a (Canoe Paddling); HWST 207 Malama Ahupua’a: Resource Management; HWST 285 La’au Lapa’au: Hawaiian Medicinal Herbs.
- Develop and offer courses in a variety of disciplines designed to engage Native Hawaiian student through learning that is project-based, culture-based, place-based, community-based, and/or technology-enhanced (when and where appropriate).
- Offer courses in pathways with Hawaiian-content in high interest Arts and Humanities disciplines, such as Art (ART 189 Intro to Hawaiian Art and Design and 289 intermediate Haw 3D Art and Design); Literature (HAW 261-262 Hawaiian Literature); History (HIST 284: Hawaiian History; History of the Hawaiian Kingdom; HWST 216: History of Surfing); and International/Comparative Studies: HWST 270 Mythology; PACS 257: Literature of Oceania; PACS 273: Languages and Cultures of Polynesia.
- AS Counseling:
  - Explore and promote scholarships for second year transfer students;
  - Provide learning interventions and activities that support student development in the areas of self-appraisal; exploration, assessment, and decision-making; personal integration and engagement; and adapting to change.

STRATEGIC OUTCOME B: HAWAII’S EDUCATIONAL CAPITAL: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions. PERFORMANCE MEASURE B1: Increase total fall enrollment by two percent per year, from 7,272 to 8,918. PERFORMANCE MEASURE B4: Increase by three percent per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage (78%) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. Increase in certificate and degree completers is from 641 to 885, and increase in transfers is from 561 to 828.

Strategies and Activities for 2010-2013:

KCC enrolled 9206 students in Fall 2009, exceeding its 2015 goal of 8918.

The Arts and Sciences goal is now to maintain its share of the number, if not increase it; and to focus on student success and assessing and improving students learning outcomes, with the following strategies:

- Create and/or support pathways to high demand majors at four-year institutions; strengthen curricular connection between 100 and 200 level. Recruit students in 100-level courses into 200-level courses.
- Focus on improving student success rates in gatekeeper courses.
- Develop and require capstone courses in pathways, integrating pedagogy that is project-based, place-based, community-based, culture-based, and/or technology-enhanced (e.g. with ePortfolios) to engage students in learning and to develop desirable workplace abilities such as effective communication, critical thinking, and integrative learning.
- AS Counseling
  - Explore and promote scholarships for second year transfer students;
  - Provide learning interventions and activities that support student development in the areas of self-appraisal; exploration, assessment, and decision-making; personal integration and engagement; and adapting to change;
  - Create and promote pre-track transfer advising and other advising tools and resources (in person and on-line) to support student transition and transfer to baccalaureate institutions.

Formatted: Highlight
Establish professional working relationships and program development with baccalaureate institution admissions, student support, and college/departmental programs to support students’ transfer and transition needs.

STEM Pathways in the Associates Degree in Science in Natural Sciences (AS in NS) at KCC
The AS in NS Degree focuses students on either Biological Sciences or Physical Sciences. Current AS in NS pathways include the following:
• Watershed (Ahupua’a Ecology)
• Biotechnology & Molecular Science
• Space Science & Engineering
• Physiology & Human Behavior

STEM degree Pathways to UHM and other Four-Year Institutions
• Pre-Engineering (offer new courses: ME 213 Introduction to Engineering Design, EE 296 Sophomore Project)
• Global Environmental Science (develop new course: OCEAN 201L Oceanography Lab)
• Marine Biology / Sciences (offered revised course: ZOOL 200)
• Natural Resources and Environmental Management (potential new courses: NREM 203 Applied Calculus for Management, Life Sciences, and Human Resources, NREM 210 Introduction to Environmental Science, NREM 220 Agricultural and Resource Economics)
• Food Science (potential new courses: FSHN 181 The Chemical Nature of Food; FSHN 181L Food Preparation Lab; FSHN 244 Comparative Nutrition)
• Pre-Information and Computer Sciences
• Pre-Nursing and Medicine

Pathways in non-STEM High Demand Disciplines and Professional Programs
• Art
• History
• English
• Psychology
• Business
• Education (offer new courses in Second Language Teaching courses)
• Social Work (develop new course: SW 200)

PERFORMANCE MEASURE B5: Using effective distance and off site learning strategies, increase enrollment of students from under-served regions from 1,103 to 1,481, and increase degrees awarded to these students from 114 to 150.

Strategies and Activities for 2010-2013:
• Continue to develop distance learning alternatives for students, with a focus on best practices in maintaining the integrity of online courses and increasing student success. KITE (Kapi‘olani Information Technology Emphasis) is exploring ways to ensure the integrity of online courses (e.g. using proctored exams). KITE, department chairs, coordinators and faculty will analyze student success rates in online courses, with the goal of making them equal to or better than the student success rates in F2F courses.
• Work with OFIE to track student enrollments from underserved regions.

PERFORMANCE MEASURE B6: Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE. These items should have major impact on student success. For example, as a result of CCSSE 2008, improve student effort in completing assignments on time, and improve faculty use of textbooks, readings, and assignments. Improve all CCSSE Benchmarks to the 80th percentile.

Strategies and Activities for 2010-2013:
According to the 2008 CCSSE survey, KCC performed at or above the national average in Active and Collaborative Learning, Student-Faculty interaction, and Academic Challenge. It made significant gains in Active and Collaborative Learning in 2008. However, it was below the national average in Student Effort.

Among the ten factors in Student Effort, the rating for “worked on a paper or project that required integrating ideas or information from various sources” improved at KCC between 2006 and 2008; but no significant changes occurred in ratings for “completed two or more drafts of a paper”; completion of readings and assignments; and class preparation (e.g., “spent at least 21 hours per week preparing for class”). There was also no increase in frequency of use of peer or other tutoring or of skill and computer labs.

Two Writing Intensive (WI) courses are required for the AA degree. This may have contributed to the slight increase in students reporting that they “worked on a paper or project that required integrating ideas or information from various sources” and in a greater emphasis in their classes on “synthesis, organization and practical application skills” (Academic Challenge); and also to an increase in number of papers or reports required. However, although the WI hallmarks require “interaction between the instructor and students while students do assigned writing,” implying guidance and feedback from the instructor and two or more drafts, the WI requirement did not result in a higher rating for “completed two or more drafts of a paper.” One activity to address this performance measure would be for the WAC+/WI coordinator to assess the efforts of WI instructors in providing guidance and feedback for students in writing papers; and to provide training in teaching writing to WI instructors, as needed.

Developing and requiring capstone courses (see activity under PERFORMANCE MEASURE B4) should result in higher ratings on such factors as “worked on a paper or project that required integrating ideas or information from various sources” (Student Effort) and “synthesis, organization and practical application skills” (Academic Effort). Faculty should also be encouraged to assess the amount of reading required for their classes and the challenge of their examinations to see if improvements are needed in these areas. (KCC students reported significant decreases in the amount of reading materials assigned and no change in the challenge of examinations.) Increasing the amount of readings and the challenge of exams might also result in better ratings on the amount of time students spend studying in order to be successful in their classes.

PERFORMANCE MEASURE B7: All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes.

Strategies and Activities for 2010-2013:
Arts and Sciences will develop a plan to assess and improve course and degree outcomes. All courses have been placed in an AA degree requirement category (foundation, diversification, focus, Hawaiian/foreign language, and oral communication). Each category will be associated with one or more of the gen ed outcomes (communications, critical thinking and inquiry, aesthetic engagement, self and community and integrative learning; diversifications outcomes are currently being developed.) Faculty will assess samplings of student work from each category, using rubrics to determine the level at and extent to which the outcomes have been achieved then make recommendations for improving the outcomes, as needed. The faculty will implement recommendations in the following academic year, then reassess the outcomes in the next cycle of assessment and improvement.

Under consideration is a capstone course required for the AA degree. (See activity under PERFORMANCE MEASURE B4). Capstone courses would be designed so that the college can assess the following three SLOs at level 2, among students who receive at AA degree:
- **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.
- **Integrative Learning** – Explore and synthesize knowledge, attitudes and skills from a variety of
cultural and academic perspectives to enhance our local and global communities.

**STRATEGIC OUTCOME C: ECONOMIC CONTRIBUTION**
Contribute to the state’s economy and provide a solid return on its investments in higher education through research and training.

**PERFORMANCE MEASURE C1**: Increase extramural grant funds by 3 percent per year, from $4.7 to $5.9 million.

**Strategies and Activities for 2010-2013**:
- Work with OFIE to develop and implement Title III, NSF, TCUP and other federal and non-federal grants.

**STRATEGIC OUTCOME D: GLOBALLY COMPETITIVE AND COLLABORATIVE WORKFORCE**
Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

**PERFORMANCE MEASURE D1**: Increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated shortage of qualified, local workers, or where the average annual wage is at or above the U.S. average ($38,651). Increase in degree completion in these programs is from 301 to 381. Increase in the number of UH baccalaureate transfers in these programs from 403 to 511.

**PERFORMANCE MEASURE D4**: Increase degree completion in campus STEM fields (Nursing, Health Sciences, Biotech, IT, Digital Media Arts, Food Service) by 8 percent per year, from 222 to 410 students.

**PERFORMANCE MEASURE D5**: Increase the number of students pursuing the Associate in Science/Natural Science transfer degree, with concentrations in Physical or Life Sciences, from 5 to 300.

**Strategies and Activities for 2010-2013**:
- Develop AA degree pathways to/concentrations in disciplines/programs that lead to high skill, high wage, high demand jobs, including pathways in Natural Sciences, Engineering, Computer Sciences, Math and Statistics, Nursing, Business, Education, Social Work, etc.
- Develop capstone course as cornerstones of pathways to engage students in continuing toward their educational and career goals.
- AS Counseling
  - Provide learning interventions and activities that support student development in the areas of self-appraisal; exploration, assessment, and decision-making; personal integration and engagement; and adapting to change;
  - Create and promote pre-track transfer advising and other advising tools and resources (in person and on-line) to support student transition and transfer to baccalaureate institutions.
  - Establish professional working relationships and program development with baccalaureate institution admissions, student support, and college/departmental programs to support students’ transfer and transition needs.
  - Integrate career and transfer advising with Maida Kamber Center.

**PERFORMANCE MEASURE D6**: Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes assessed through e-portfolios or comparable assessment tools.

**Strategies and Activities for 2010-2013**:
- Support International curriculum and initiatives.

**PERFORMANCE MEASURE D7**: Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.

**Strategies and Activities for 2010-2013**:
- Support service learning and community engagement by integrating services learning into courses, when appropriate.
PERFORMANCE MEASURE D9: Increase the number of the College’s “TEACH Hawai‘i” students transferring to UHM as Pre-Education and Education majors from 110 to 150.

Strategies and Activities for 2010-2013:
- Develop a pathway to schools of education, with focus on special education, deaf studies, and second language teaching.

STATEGIC OUTCOME E: RESOURCES AND STEWARDSHIP: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.
PERFORMANCE MEASURE E1: Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and performance measures. Increase professional development funding by three percent per year from $776,000 to $955,000. Funds allocated should support achievement of these performance measures.

Strategies and Activities for 2010-2013:
- Work with CELTT to target professional development at advancing the initiatives described above.

STRATEGIC OUTCOME F: RESOURCES AND STEWARDSHIP: Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University’s resource for a sustainable future.
PERFORMANCE MEASURES F4: Increase number of courses, programs and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.

Strategies and Activities for 2010-2013:
- Develop the theme of sustainability in the established and proposed ecology pathways in STEM (Watershed Ecology, Global Environmental Science, Natural Resources and Environmental Management), with support course from other Arts and Sciences disciplines (e.g., newly proposed courses in Philosophy and Geography focused on environmental ethics and issues).

Part IX. Budget Implications

Requests for a new Position: APT Academic Support Position (Lab Technician) To support increased number of science labs being offered in the STEM program, from 46 sections (720 students) in Fall 2005 to 72 sections (1267 students) in Fall 2009.

1. (Position vacated by Stone).

Cases will be made to fill vacant the following faculty positions:
- Drama (vacated by Perez)
- Hawaiian Studies (vacated by Stone; hire a faculty who can develop an emphasis in Hawaiian Health [La‘au Lapa‘au, Lomilomi, etc.] aligned with the Health pathway at KCC?)
- Speech (vacated by Letta)
- English (vacated by Robinson)
- Math (3 positions, vacated by Flanigan, Allis and Yoder)
- Psychology (vacated by Compton)
- Education Position (unfilled position provided in Biennium Budget by the legislature).

Conversion of Geography Position to Tenure Track (formerly held by Tagawa).

Technology Requests: Upgrades of Rooms, Computer Labs: to be funded by Title III and other grants.