

2024 Annual Report of Program Data

Liberal Arts ([link](#) to 2023 report)



1. Program or Unit Mission

The Liberal Arts Program provides quality instruction in a variety of disciplines so as to meet the needs of a diverse student body and community.

College Mission Alignment

This directly aligns with the college's stated mission of being a kahua (foundation) that inspires, engages, and empowers learners, as the Liberal Arts form the foundation of a well-rounded education and the general knowledge base for all other programs. In particular, Liberal Arts aligns with KCC's stated mission practices of welcoming and valuing diversity, preparing students to succeed in academic endeavors, and encouraging students to engage in lifelong learning.

2. Program Student Learning Outcomes or Unit/Service Outcomes

PSLO #2: Apply an iterative, reflective approach to finding, evaluating, and using information.

This outcome was intended to be assessed during the 2023/24 AY, but the faculty requested additional time to more accurately determine objective information literacy benchmarks reflective of best practice and to identify the 200-level courses in which to most efficiently assess this outcome. The Liberal Arts faculty and KCC's librarians are conjointly creating an updated rubric based on AAC&U VALUE rubrics and other sound academic practices. The program will establish the rubric and deploy this assessment in spring 2025.

PSLO #4: Engage with artistic expression by applying established aesthetic principles and analytical techniques.

Assessed using AAC&U VALUE Rubrics, 81-92% of students met or exceeded expectations in all criteria. Students struggled most with topic selection and creativity. Based on these results, the program determined that (1) students reliably improve in this area with iterative practice throughout the course of the program rather than within an individual course offering, and (2) individual students tend to perform at a reasonably stable level across all criteria assessed.

We will refine the rubric to better capture the essence of this SLO and focus more on creativity and cogent expression thereof, rather than on applying analytical techniques.

PSLO #5: Apply evidence-based theories and methods of scientific inquiry to test ideas, predict outcomes, observe and measure results, and make informed decisions.

A sample of 43 students were asked versions of the following question in an exam setting: “What is the purpose of an experimental control?”. 2023-2024 results will be used as a baseline for future assessment.

PSLO #6: Use knowledge of diverse human experiences and ways of knowing from different times, nations, cultures, ethnicities, classes, and identities to inform critical thought and intellectual empathy.

Assessed using the AAC&U VALUE Rubrics and Understanding by Design, 179 students were evaluated. 81-87% met or exceeded expectations in all criteria. Early College students scored lower in critical thinking but higher in diversity and empathy. The program will focus on improving context consideration and bias awareness in humanities courses.

3. Analysis of the Program/Unit

Demand Indicators:

Liberal Arts majors declined slightly, mirroring statewide trends. Part-time enrollment surged to 83%, indicating a preference for flexible learning. General education and Early College enrollment rebounded. The percentage of these students who identify as native Hawaiian has remained steady.

Efficiency Indicators:

Faculty utilization improved, allowing for a broader range of course offerings. Careful scheduling increased class fill rates to 63.8% and reduced low-enrollment sections. Balancing student needs with online course competition remains a challenge. The program will continue to explore offering chronically low-enrolled classes in collaboration with the Office of Continuing Education and Training (OCET).

Effectiveness Indicators:

Completion rates rose and withdrawal rates decreased. While the number of Degrees awarded fell from 68 to 55, the number of Academic Subject Certificates rose from 11 to 19. This led to an overall Unduplicated Degrees/Certificates Awarded count that declined slightly only slightly (from 77 to 74). This change is likely due to part-time enrollment and a shift towards targeted credentials. Student success initiatives, including flexible modalities, were implemented and Fall-to-Fall persistence has remained relatively unchanged (43% to 42%).

Distance Education (DE):

DE class offerings decreased as more students requested face-to-face and/or hybrid instruction, but online class fill rates and completion rates increased. A slight decline in DE persistence and an increase in withdrawals were observed. As the post-pandemic academic landscape shifts to include far more distance learning across the board, the program is seeking to understand, through independent research and work with the college’s IR, what persistence rates in online classes are considered reasonable.

Performance Measures:

All performance measures declined slightly, likely due to part-time enrollment and a shift towards targeted credentials.

Significant Program Actions:

(1) New full-time faculty have been added in Creative Media and Art, which were both understaffed previously. English remains understaffed with all faculty carrying overload to try to meet student needs. (2) Students continue to significantly benefit from the library-issued Chromebooks, which has proven a better solution for students lacking technology than having the Chromebooks in the classrooms to be used only for the class in question. (3) Professional tutoring has been maintained for English and math, although the number of tutors available has declined.

Corequisite Math and English:

English has seen a significant increase in student completion rates from last year, with 60% of students completing college-level English within their first year. Most impressively, of students who were placed into college-level English upon initial enrollment, 65% completed the course successfully. This may be due, at least in part, to students receiving English placement recommendations truly based upon multiple factors rather than defaulting to the highest placement measure, an improvement sought by English faculty working in partnership with KCC’s academic advisors. Math saw the overall completion rate for first-time, degree-seeking students who completed college-level math was maintained at 60%.

Overall Program Strengths:

The Liberal Arts program offers a wide range of high-quality courses fulfilling diverse academic needs. It provides foundational and diversification courses, including communication, critical thinking, and cultural studies. The program is also a major provider of writing-intensive and speech courses, essential for many degree programs. In alignment with the University of Hawai‘i’s mission, the program offers Hawaiian and Pacific-oriented courses, such as Ethnobotany and Ethnozoology. It requires a [Pacific Cultures course](#) and actively pursues the implementation of Hawai‘i Papa O Ke Ao recommendations.

Overall Program Challenges:

The Liberal Arts program continues to be challenged by a high faculty-to-student ratio, caused by a reduction in the number of full-time faculty in the program. Finding qualified lecturers in some disciplines is challenging, and additional full-time faculty may need to be hired to continue to serve our students.

The link to the ARPD for Liberal Arts can be found here:

<https://uhcc.hawaii.edu/varpd/index.php?y=2024&c=KAU&t=GPP&p=2890>

4. Action Plan

The next comprehensive review for the AA program will be in 2025. Program goals are essentially the same in this APRU as in previous years. Goal #2 has been modified to reflect that the program task force has now established a cycle and assessment strategies for all PSLOs. Goal #3 has been slightly modified to reflect changes in UHCC policy regarding non-degree credentials.

Program Goal 1: Continue to offer high-quality, supported instruction in a variety of disciplines taught by well-qualified probationary or tenured faculty in well-equipped facilities. (Aligned with KCC Strategic Imperative S and KCC Strategic Goals 1, 2, and 3; aligned with KCC's mission of being a kahua that inspires, engages, and empowers learners for academic and lifelong learning.)

Desired Outcomes: (1) Maintain or increase current faculty levels and fill outstanding vacant positions. (2) Improve classroom facilities/teaching environments. (3) Maintain or improve professional tutoring availability in English and math. (4) Maintain or reduce equipment maintenance/replacement costs.

Results of Last APRU's Action Plan:

(1) Two full-time Art positions were hired in time for the fall 2024 semester.

Screening/Interview/Hiring in process for full-time Psychology and Chemistry faculty.

(2) Classroom facilities and teaching environments have been maintained and in several cases improved. For example, the art studio in ART 2-107 has been refitted and refurbished with new Klopfenstein Tilt-Top Art Tables and Easels, and 3 new potters' wheels were purchased for the ceramics studio. The English department purchased headphones with microphones for Early College student use during Zoom sessions. New microscopes and models were purchased for the anatomy and physiology classes.

(3) A professional English tutor was hired in the Academic Success Center. While minimal tutoring support continues, embedded tutoring was reduced due to staffing constraints.

Units of Measure:

- Fill at least two full-time faculty positions in target disciplines (Art, Chemistry, English, Philosophy/Religion, Psychology) within one year
- Address all classroom and equipment-related health and safety concerns within the next academic year.
- Maintain English and math tutoring, and expand tutoring to other Liberal Arts courses.
- Continue scheduled equipment replacement and repair within current budget constraints.
- Chemistry Lab inventory and audit, e.g., securing and storing chemicals, proper disposal of hazardous waste, and safe storage of reagents.

Old Program Goal 2: Review and revise, if necessary, PSLO assessment strategies and regularly review data gathered.

Revised Program Goal 2: Continue program task force’s work to implement and review assessment strategies and spearhead program assessment activities. Continue 3-year assessment cycle. (Aligned with KCC Strategic Imperative S and KCC Strategic Goals 1, 2, and 3; aligned with KCC mission.)

Results of Previous APRU’s Action Plan: PSLO 1 was directly assessed and PSLO 3 was indirectly assessed in the 2021-22 AY, PSLOs 4, 5, and 6 were assessed in the 2023-24 AY. PSLO 2 was not assessed, but plans are in place to assess it in spring 2025.

Units of Measure: PSLOs 1, 2, and 3 will be assessed in 2024-25 AY.

Old Program Goal 3: Create and market Academic Subject Certificates in humanities and arts to attract students interested in such fields and prepare them for transfer to UH 4-year institutions.

Revised Program Goal 3: Create and market useful microcredentials in concert with OCET and, when badges for credit-bearing courses become available through the UHCC System, pursue implementing badges for meaningful constellations of Liberal Arts courses. (Aligned with KCC Strategic Imperative S and KCC Strategic Goals 1, 2, and 3; aligned with KCC mission of being a kahua that inspires, engages, and empowers learners for academic and lifelong learning by ensuring our highly-diverse students are achieving learning outcomes by ensuring students are well-prepared for transfer to specific 4-year programs.)

Desired Outcome:

The UHCC System is moving forward with micro-credentials and badges to offer specialized, stackable learning modules that can support career goals and market demands. Therefore, the Liberal Arts program is revising this particular program goal to examine the viability of micro-credentials and badges such as Event Technology (a high-demand technical profession paying a living wage in-state).

Results of Last APRU’s Action Plan:

UHCC System policies have moved away from ASCs and certificates and toward micro-credentials and badges to offer specialized, stackable learning modules that can support career goals and market demands. Microcredentials are not yet available for credit-bearing courses, but the program is exploring developing non-credit-bearing microcredentials and degree concentrations to address community needs for trained Event Technologists, Public Health workers, and employees with fluency in ‘Olelo Hawai‘i in the DoE and Tourism/Hospitality sectors.

Units of Measure: Develop at least one viable microcredential in a Liberal Arts discipline.

Program Goal 4: Develop a coherent mission statement for the Liberal Arts program that is aligned with KCC’s overarching mission statement.

Desired Outcomes: The program will have developed a clear mission statement for fall 2024.

Results of Last APRU’s Action Plan: This was not completed last year due to a lack of time available to faculty to address this task. Division Chairs have begun soliciting input from program faculty to inform a draft version of a more robust mission statement.

Units of Measure: The Liberal Arts program will review and revise its mission statement by the end of AY 2024-25.

5. Resource Implications

- 1) One (1) FTE Biological Science instructional position (replacement for tenured faculty retired in fall 2024).** With the planned retirement of the program's only A&P instructor, hiring a replacement Biological Sciences, tenure-track, faculty position is necessary. With the potential retirement of the program's microbiologist in the next 5 years, hiring a biological specialist who can teach A&P would provide the division maximum flexibility for future hirings and faculty assignments. **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2025. PROGRAM GOAL: #1**

- 2) One (1) FTE English instructional position (replacement for non-probationary faculty retrenched in spring 2020).** The English department faces significant staffing challenges, hindering its ability to meet the demand for core courses like ENG 100 and 106, and will continue to do so even if the current PD Coordinator returns to the department as that individual will likely only be teaching half-time and continue to provide instructional design and Lamaku support for the foreseeable future. This limits course offerings, particularly in advanced composition and literature, and impacts both traditional and Early College students. Recruiting qualified lecturers to fill these gaps is difficult, exacerbating the problem. **COST: salary and fringe benefits for one instructor. DATE NEEDED: fall 2025. PROGRAM GOAL: #1**

- 3) One (1) Math Specialist (Academic Support Specialist).** Rather than continuing to hire professional math tutors, a longer-term math specialist would be able to collaborate with faculty to provide coordinated academic assistance to students. **COST: Fringe and benefits for one (1) APT Band A. DATE NEEDED: fall 2025. PROGRAM GOAL: #1** (These are currently being pursued in collaboration with the Academic Support Center/Student Services, but have not yet been approved, advertised, or hired. They are included here because these positions directly support the Liberal Arts program's goals, most significantly in corequisite math.)

Facilities and Equipment

- 1) Chemicals for the STOCK ROOM COST:** With the program's lone full-time chemist gone, the Division Chair is working with UHCC System to overhaul the Chemistry Stockroom and replace as much as possible in terms of chemicals, glassware, supplies, and replacing corroding shelving. **COST: approx: \$40,000 PROGRAM GOAL: #1.**

- 2) Microscopes & Models:** Due to normal wear and tear, microscopes and models must be regularly replaced. Rather than update all of them at once, it is more prudent to phase in new ones. This APRU focuses on the BIOL courses. **COST: \$5,000. PROGRAM GOAL: #1**

- 3) **Surface Pro Replacements** Three Surface Pros are due to be replaced as part of the 5-yr update cycle (2 for Math and one for BIOL). **COST: \$7,500 (3 @ \$2500) PROGRAM GOAL: #1**
- 4) **Digital Piano for Instructor Use**. This is needed to replace the existing instructor piano, which has become inoperable. **COST: \$1200. PROGRAM GOAL: #1**

Capital Requests

Items 2-5 are included here to follow up on previous APRU requests and to provide an easily-accessible record of these requests and actions for follow-up in the Liberal Arts CPR (to be written next year), with the understanding that the timetable for work on MCIP-CCS and CDRM projects is determined by UHCC System.

- 1) **Covered Pavilion:** A covered pavilion on the KCC campus could serve many desirable overlapping purposes. A covered outdoor space (with at least one side protected from the rain side) where students can seek refuge from sun and rain would be an excellent addition to ongoing campus life. The continuing costs would be small since no AC and little or no lighting is required. This could cover currently existing picnic areas such as those between the LRC and OSC or in front of SSCI, or a new location could be chosen. **COST: \$250,000 (rough estimate for 40x60 ft pavilion). PROGRAM GOAL: #1**
- 2) **Install/ Improve HVAC/Dehumidifier function in Fine Arts 2**
“Renovate/Modernize Fine Arts II -Ceramics, Computer Lab, Painting/Drawing, Offices” is identified as part of the first priority on [Kaua'i CC MCIP-CCS Six-Year Plan](#).
- 3) **Renovate/Modernize Faculty 1 and 2**
This is identified as part of the first and sixth priorities on [Kaua'i CC MCIP-CCS Six-Year Plan](#).
- 4) **Resurface Roof of SSCI**
This is identified as the fourth priority on the [Kaua'i CC CDRM Six-Year Plan](#).
- 5) **Add stage lighting and additional sound abatement in Fine Arts Auditorium, per original specifications.**
This is identified as the eleventh priority on the [Kaua'i CC CDRM Six-Year Plan](#).

I am NOT requesting additional resources for my program/unit.