The last comprehensive review for this program was in 2012, and can be viewed at: http://programs.honolulu.hawaii.edu/intranet/node/1251.

Program Description

Honolulu Community College’s Associate in Arts (AA) Degree is a two-year Liberal Arts degree designed to provide students with 1) skills and perspectives fundamental to undertaking higher education; and 2) a broad exposure to different domains of academic knowledge. The AA Degree requires sixty (60) semester credits of courses numbered at the 100- and 200-level, including a core of thirty-one (31) credits in Foundation, Diversification and Focus areas as well as Speech.

The Divisions which comprise University College (the Liberal Arts unit of Honolulu Community College)—Humanities and Social Sciences, Language Arts, Math and Natural Sciences, and Hawaiian Programs—are committed to providing the first two years of a traditional baccalaureate education by offering high-quality general education in liberal arts and sciences.

Liberal Arts at the College, in a broader sense, serves a dual purpose: 1) providing, as noted, the courses necessary for completion of the Associate in Arts (AA) degree in preparation for transfer to a four-year baccalaureate program; and 2) providing the courses necessary to fulfill the General Education requirements for the College’s Career-Technical programs.

Part I. Quantitative Indicators

See 2013 ARPD data at:


Part II. Analysis of the Program

ANALYSIS OF PROGRAM DATA
While the quantitative indicators result in an overall “cautionary” status for the College’s Liberal Arts program, there can be no doubt that the program continues to thrive. With respect to Demand (for which the most recent Health Call was Unhealthy), it should be noted that the number of majors declined only slightly (-1.4%), and the FTE enrollment in program classes remained virtually unchanged (1088 v. 1089.) The number of Native Hawaiian majors has held steady, representing a slightly larger proportion of all majors. Further, there was a significant increase in the SSH non-majors in program classes, continuing to suggest that the Liberal Arts program, in addition to serving those with declared majors in the program, continues to meet the General Education needs of the College’s CTE programs (one of its two primary mandates.) Other relevant factors include 1) the greater mobility of students as they move between campuses to select courses and create their schedules; and 2) the continuing perception that the College is focused primarily on technical programs.

With respect to Efficiency, it can be noted that this is an area in which the program continues to receive a Healthy Health Call, with the indicators remaining relatively stable though trending downward. The College continues to monitor the number of low-enrolled classes, particularly given the fiscal constraints under which it is operating. One factor that continues to have an impact on this datum is that while low-enrolled classes assigned to lecturers are most often cancelled, those that are part of a fulltime faculty member’s workload are allowed to run if the faculty member cannot be reassigned.

With respect to Effectiveness, most recently assessed as Cautionary, it should be noted that there have been modest increases in the rate of successful course completion, and the College continues to exceed its goal of transfers to the UH 4-year institutions. The College will monitor the number of Associate Degrees awarded, as it is believed that changes in personnel in the Admissions and Records office may have resulted in a lack of timely recording of earned degrees. The College is also working proactively to ensure that reverse transfer and the automatic granting of Associate Degrees operate as smoothly as possible.

CURRICULUM REVISION AND REVIEW

Substantial work has been done in the last three years to assess the status of all courses to ensure, first of all, that all courses have appropriately stated SLOs; that review is complete. Review of courses in the Foundations area (Written Communication, Symbolic Reasoning, and Global-Multicultural) was already complete, and review of courses intended to meet the Diversification requirements (the largest category of liberal arts courses) was completed in Spring 2013. Courses in the Focus areas designated by the College (Contemporary Ethical Issues, Hawaiian-Asian-Pacific, Speech, and Writing-Intensive) are all required to be evaluated each time a course so designated is taught. Management of the Liberal Arts curriculum is primarily done through the General Education Board, which encompasses the above-named areas. Once courses are certified they are reviewed
on a regular five-year cycle. For the past two years, Liberal Arts faculty have been working with their colleagues in the CTE programs to update the General Education requirements for CTE, resulting in a robust discussion of the signification of General Education in Associate degree programs. As a result the General Education Board has been substantially restructured to ensure dialogue between Liberal Arts and CTE faculty.

In response to a requirement that General Education offerings for the CTE programs clearly be at the college level (most easily designated with numbering 100 and above), faculty members in Math and Physics have worked to create new curriculum that will address that requirement. Faculty members in Math and English are also working to create accelerated pathways for curriculum at the developmental level, so that students can more easily and quickly move into college-level courses.

Assessment of SLOs at the program level has not been approached systematically but there is a clear understanding of the way in which individual course SLOs relate to the broader program SLOs (PLOs), and the fact that completion of the requirements for the Associate degree ensures that all program SLOs have been addressed and met. A mapping of ACCJC general education requirements to the Liberal Arts PLOs was completed in Spring 2013. In some areas of the Liberal Arts (e.g., Humanities and Social Sciences) items linked to program SLOs have been embedded in general course evaluations completed by students at the end of each semester. This practice can be expanded to include other areas of the Liberal Arts.

SURVEY RESULTS

The College has participated regularly for the last several biennia in the Community College Survey of Student Engagement (CCSSE), the most recent survey having been administered in 2012. CCSSE does not disaggregate data by program, so it is not possible to draw definitive conclusions regarding the Liberal Arts program specifically, but by inference the CCSSE data are useful in identifying areas of both strength (e.g., Support for Learners) as well as challenge (e.g., Student Effort.)

University College faculty have also provided leadership in the regular use of surveys for the assessment of various components of the Liberal Arts program (e.g., Knowledge Surveys, end-of-semester surveys for the Focus areas and Distance Education.) Data and narrative comments from students on these surveys provide an essential tool in the continuing improvement of instruction in Liberal Arts.

ANALYSIS OF THE PROGRAM

Alignment with Mission: The Liberal Arts Program is closely aligned with the College’s Mission, ensuring, first of all, that it is a comprehensive community college. More specifically, it contributes to the College’s ability to “offer high quality courses and programs in the liberal arts,” to “support the Native Hawaiian community and its language, history, and culture,” and to “provide diverse educational opportunities for personal enrichment.”
Strengths and weaknesses based on analysis of data: As previously noted, the Liberal Arts program has typically received mixed Health Calls on an annual basis, with a consistent “Cautionary” rating overall. (The problematic nature of the Health Indicators per se is another issue that will not be addressed here.) As previously noted, it is clear from indicators such as SSH of Non-Majors in program classes that the Liberal Arts provide essential support for the CTE programs in helping them meet their General Education requirements (another point of alignment with the Mission.)

Strengths: Beyond the data, The Liberal Arts program can point to the general excellence of its faculty (members of University College), which includes nine of the seventeen recipients of the annual Excellence in Teaching awards still actively teaching. University College (UC) faculty have provided leadership in the development of several Academic Subject Certificates (ASC) within the Associate of Arts degree program, allowing students to develop pre-major concentrations before transfer to baccalaureate programs. UC Faculty members have also been instrumental in creating two new associate-level programs that will eventually be assessed separately. The AA in Hawaiian Studies will be documented with its first annual report this year based on ARPD, and The Associate of Science in Natural Sciences (AS-NS) degree was approved by the Board of Regents in Spring 2013. Cultivating academic and campus leadership among newer members of the faculty will remain an important priority so that continuity of service can be ensured as senior faculty members retire.

Weaknesses of the Liberal Arts program are not those of the curriculum or the faculty, but rather reflect the challenges of an aging infrastructure that does not always meet the requirements of 21st century pedagogy, in which both faculty members and students expect to utilize technology to teach and learn and access resources. The building that houses a substantial portion of UC faculty and classrooms where Liberal Arts courses are taught is still undergoing major renovation; University College (UC) faculty hope that all classrooms will eventually be equipped with educational media that will support their needs.

Evidence of quality: UC faculty members, as noted are recognized for their professional excellence, and appreciated by their students for a strong, student-centered ethic as educators. UC faculty members provide leadership in various contexts, including campus governance and curricular initiatives such as a major updating of General Education. Another significant area where contributions have been made and continue to be made is in the area of Distance Education, which a number of UC faculty members have adopted as a mode of delivery with substantial success. This is of short-term importance, as the faculty must address the prospect of being displaced from their offices and conventional classrooms during the period of building renovation, and of longer-term significance as a potential means to expand enrollment and the tuition base of the College. In this, as in other endeavors, UC faculty members have been committed to a) appropriate preparation/training, b) maintaining a high level of quality in delivery, and c) establishing and utilizing effective means of assessment, so that quality can be sustained and improved. Data
provided for Distance Education reflect a growth in offerings but also a need to ensure better measures of successful completion for students utilizing this modality. Major progress was made in the area of Distance Education with the creation of a Distance Education Strategic Plan, a Handbook for faculty and staff, and some focused comparative assessment of DE vs. traditional classroom instruction.

**Evidence of student learning:** Student learning is subject to various forms of assessment, from pre- and post-knowledge surveys, to end-of-semester exams, portfolios and performances. The challenge for UC and for the College as a whole remains developing a more systematic means of gathering the information generated by these forms of assessment and utilizing their analysis to sustain quality.

**Resource efficiency:** UC faculty members and the Liberal Arts program as a whole generally function very efficiently with only modest needs in the area of equipment and technical support; the one exception to this is instruction in the Natural Sciences, where classroom and laboratory requirements are more substantial. UC faculty must adjust to the short-term dislocation that is a consequence of the major renovation of the campus facility in which much of the Liberal Arts offices and classrooms are housed. However, they should benefit significantly when that project is completed in 2014, and benefit as well from the longer-term technology plan that will improve campus infrastructure and provide greater mobility and flexibility for faculty, staff and students alike.

**Recommendations for improving outcomes:** The Liberal Arts program is, as noted, subject to assessment of various kinds, from individual courses and faculty members to the program as a whole, with the intention of continuous improvement that is responsive to both the changing landscape of post-secondary education, and to the changing needs of students and the community. Systematic assessment that is carefully analyzed and that results in meaningful change should be the most significant tool in improving outcomes. It has been noted that in a number of areas, University College depends heavily on part-time faculty (lecturers.) While the College cultivates high-quality lecturers, a number of disciplines in the Humanities and Social Sciences remain without full-time faculty. In addition, then, it is recommended that longer-term planning for Liberal Arts should strive to secure at least one full-time faculty member in each discipline.

**Part III. Action Plan**

University College faculty members have increasingly experienced the constraints of working in an environment that has reached or surpassed the capacity of technology support for instruction. It is understood that the renovation of Building 7 currently underway should address a number of the needs that relate to improved infrastructure and classroom architecture. It is also understood that, longer-term, the construction of a new Science and Technology building, for which funding has now been secured, will further rectify the less-than-ideal classroom, laboratory and office conditions in which the Science faculty housed in Building 5 must work and teach.
Details of recommended or required improvements for the twenty-eight (28) classrooms on floors 4, 5, and 6 of Building 7 (the areas in which most of the faculty members in Humanities, Social Sciences, Language Arts and Math have offices and classrooms) requested in the near term (2-3 years, post-renovation) include the following:

**NEW CLASSROOM EQUIPMENT:**

Building 7:

7 Overhead Projectors for classrooms
5 Elmo/Ladybug display devices for classrooms
12 Computers for classrooms

**UPGRADED/REPLACEMENT CLASSROOM EQUIPMENT:**

Building 7:

16 Computers for classrooms (10 Replacement, 6 Upgrade; operating system on all must be current)
40 desktop computers for Math 9 classrooms (student use)

**NEW MOBILE EQUIPMENT:**

20 iPads (to supplement existing cart on 6th floor with 20)
124 iPads or tablets (to create labs for required supplemental instruction)

**UPGRADED/REPLACEMENT MOBILE EQUIPMENT:**

2 PC Laptops on media carts (6th floor)
1 Mac Laptop
1 Mac Mini
1 Scanner/Printer @
1 Digital Camera with video capability
20 Laptops on mobile cart

The needs of Science faculty include several more specialized items required for classroom and laboratory instruction. These include the following:

8 Macbook laptops (Biology)
7 AC Power Supplies (Physics)
7 DC Power Supplies (Physics)
1 Mac Mini (Biology)
1 External Hard Drive (Biology)
Incubator (Microbiology)
Digital Camera (Physics)
iMac (general lecturer use)

Faculty members in Building 7 are faced with the prospect of having to vacate their offices during building renovation (scheduled to last through Summer 2014) and still maintain a high level of quality in instruction. The key to this is access to mobile technology for both students and faculty. While many students have their own laptops, iPads, tablets or other devices, we need to ensure that work to be done during class time that requires access to online resources is adequately supported. Faculty who will be displaced from and therefore unable to use the desktop computers in their offices must be provided with viable alternatives as well. It is expected that the new IT plan being implemented for cloud-based computing will help to address these issues.

Faculty members are already working to develop innovative alternatives to classroom instruction, including offering more courses or sections through distance education (both cable and online), and utilizing hybrid models (including the “flipped classroom” configuration, and the option of using lecture-capture technology.) The successful implementation of these options will require multiple forms of support for faculty, including work areas and equipment to develop and share DE materials (e.g., scanners, faculty/staff with expertise in design, technology); resources to support faculty/faculty and faculty/student communication (e.g., Skype capability, video-conferencing) and acknowledgement of faculty investment in professional development in the context of promotion and tenure decisions. The following chart summarizes basic technology needs.

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<tbody>
<tr>
<td>HUMANITIES/SOCIAL SCIENCES</td>
<td>15 faculty computers 2 printers 1 copy machine</td>
<td>15 faculty computers</td>
</tr>
<tr>
<td>LANGUAGE ARTS</td>
<td>15 faculty computers 2 printers 1 copy machine</td>
<td>15 faculty computers 1 printer</td>
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PERSONNEL NEEDS:

With the implementation of new College policy regarding mandatory placement testing and the requirement that students must complete developmental course work in English and Math during their first semester, if required, the need for qualified faculty in these areas has increased substantially. In addition, the creation of a new Division in University College for Hawaiian Programs, in support of major strategic goals for the College and the UH System and in support of a newly-created Associate of Arts Degree in Hawaiian Studies, requires additional fulltime faculty for an expanding program in Hawaiian language and Hawaiian Studies offerings. Currently, Language Arts and Hawaiian Programs employ a substantial number of lecturers. The University College Action Plan therefore also calls for new position requests as follows in order to convert some lectureship into fulltime faculty:

1 Instructional Faculty position in English
1 Instructional Faculty position in Hawaiian Language/Hawaiian Studies

It should be noted that the first position (ENG) can likely be filled through retirement. The second position (HAW/HWST) was approved in the 2012 budget and planning cycle. However, due to fiscal constraints, the College cannot commit to filling personnel needs beyond 2014, and no action has been taken on this.

Part IV. Resource Implications

RESOURCE AND BUDGET IMPLICATIONS – TBA

Program Student Learning Outcomes

For the 2012-2013 program year, some or all of the following P-SLOs were reviewed
by the program: [Insert PLO table]

A) Expected Level of Achievement

Expected levels of achievement are perhaps best assessed at the course level; in several cases students must pass with a "C" or higher in order to earn credit for the course (e.g., the College has maintained this requirement for Writing-Intensive courses, unlike most other campuses in the system.) Academic Subject Certificates also require "C" or higher in all courses required for those programs.

Assessment of SLOs at the program level has not been approached systematically but there is a clear understanding of the way in which individual course SLOs relate to the broader program SLOs, and the fact that completion of the requirements for the Associate degree ensures that all program SLOs have been addressed and met, as evidenced by the recent mapping project described above. In some areas of the Liberal Arts (e.g., Humanities and Social Sciences) items linked to program SLOs have been embedded in general course evaluations completed by students at the end of each semester. This practice can be expanded to include other areas of the Liberal Arts.

Substantial work has been done in the last three years to assess the status of all courses to ensure, first of all, that all courses have appropriately stated SLOs; that review is complete. Review of courses in the Foundations area (Written Communication, Symbolic Reasoning, and Global-Multicultural) is complete, and review of courses intended to meet the Diversification requirements (the largest category of liberal arts courses) will be complete by the end of Spring 2013. Courses in the Focus areas designated by the College (Contemporary Ethical Issues, Hawaiian-Asian-Pacific, Speech and Writing-Intensive) are all required to be evaluated each time a course so designated is taught. Management of the Liberal Arts curriculum is primarily done through the General Education Board, which encompasses the above-named areas. Once courses are certified they are reviewed on a regular five-year cycle. For the past two years, Liberal Arts faculty have been working with their colleagues in the CTE programs to update the General Education requirements for CTE, resulting in a robust discussion of the signification of General Education in Associate degree programs.

B) Courses Assessed

University College operates under the assumption that all courses will be assessed in some form each time they are taught (see section below.) Since student evaluations are an expected part of faculty review for lecturers as well as probationary faculty and those below C-5, faculty members understand the need to conduct these evaluations on a regular basis.

C) Assessment Strategy/Instrument

University College faculty utilize a variety of assessment strategies and instruments to evaluate student satisfaction and student performance, including knowledge surveys, embedded assessment (e.g., writing samples from writing-intensive
courses), general end-of-semester student evaluations (which include Program SLOs), and specialized survey instruments for Focus-area courses as well as Distance Education.

**D) Results of Program Assessment**

University College faculty are very conversant with what has been termed "the culture of assessment" and understand the need to utilize the insights and information provided by the various forms of assessment they use to work for the continuous improvement of quality expected by accreditation standards. Program improvement is thus an ongoing process rather than an episodic event.

**E) Other Comments**

**F) Next Steps (Closing the Loop)**

During the next academic year (2013-2014) a significant number of University College faculty will be displaced from their offices and classrooms as one of the College’s major facilities undergoes extensive renovation. For this reason, a number of faculty are working to develop alternative or modified means of delivery of curriculum, including the development of additional online courses, lecture capture, and hybrid instruction (e.g., combining classroom and online instruction.) The primary concern is to maintain the quality of instruction regardless of modality or means of delivery. As noted in the 2012 Action Plan, the Liberal Arts program is operating under a number of logistical and fiscal constraints that are not going to be resolved immediately nor by the program alone.

What the Liberal Arts program can do, however, is to undertake a focused discussion about program-level assessment, as well as continue with the systematic collection of course-level data. In some cases, where there are multiple sections of courses with common SLOs, this can also be done in the aggregate. Furthermore, the new though temporary arrangements for instruction, most notably the hybrid model, offers a unique opportunity to monitor and assess its effectiveness.