Comprehensive Program Review: Associate in Arts in Liberal Arts
2016-2019

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Comprehensive Program Review:
Associate in Arts in Liberal Arts
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College Mission Statement

He hale hāmama ʻo Kapiʻolani Kula Nui Kaiāulu no nā ʻano kaiāulu like ʻole, e hoʻolako i nā kānaka hoʻākea ʻike e hiki aku i ka pahuhopu ʻimi naʻauao, ʻimi ʻoihana, a hoʻolaulā ʻike. He loaʻa nā palapala aʻo, nā kēkelē mua puka, me nā polokalamu hoʻīli kula he kilohana wale e hoʻomākaukau i nā haumāna maoli, kūloko, kaumokuʻāina, kauʻāina no ka mua he lako.

Kapiʻolani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawaiʻi. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Program Mission Statement

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

Part I: Executive Summary of Program Status

Every year, each program at the College completes an Annual Report of Program Data (ARPD). Among other things, the ARPD consists of program health indicators and the results of program learning outcomes assessment, which help inform program planning and resource allocation.

Program Health

The UH System collects data to determine how healthy each program is. Based on these data, the System rates each program as *healthy*, *cautionary*, or *unhealthy,* both overall and in three specific areas: demand, efficiency, and effectiveness. For 2018 – 2019, the System rates the overall health of the AA in Liberal Arts program as ***cautionary***.

Figure 1 Number of Majors
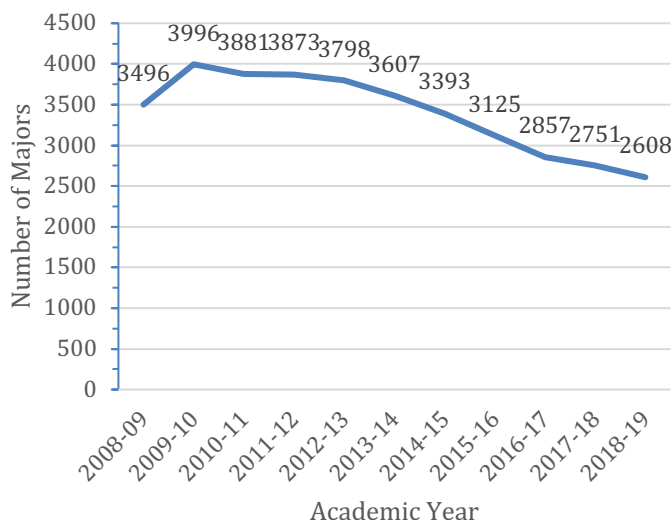
Demand

Demand refers to how much interest there is in the degree / program, which is measured by number of declared majors. This year, there are not as many declared liberal arts majors as there were last year, 143 fewer to be exact (-5%; see Figure 1). About half of this drop can be explained by the overall drop in enrollment at the College in 2018 (-2.8%). The other half is a mystery. The number

of full-time majors is decreasing by approximately 1% per year, and the number of part-time majors is increasing by approximately the same amount. This has been happening in both fall and spring semesters for the past four years. On a positive note, the number of Native Hawaiians in the program increased (+5.4%). Based on the overall drop in the number of liberal arts majors, the UH System deems demand for the AA in Liberal Arts program to be **unhealthy**.

Efficiency

Efficiency refers to how many students we are serving with how many faculty. It is measured by student-to-faculty ratio and class fill rates. The student-to-full-time-faculty ratio is good (31:1). Classes are relatively full (77.7% fill rate), but the number of low-enrolled classes, i.e., those with fewer than 10 students, increased by 12% and now stands at 112 classes (11% of all classes taught in the program). Based on the good student-to-faculty ratio and the decent class fill rate, the UH System deems efficiency of the program to be **healthy**. Nevertheless, program faculty might want to take a closer look at class fill rates: Fill rates have been on the decline for the past nine years (see Figure 2).

Figure 2 Class Fill Rate
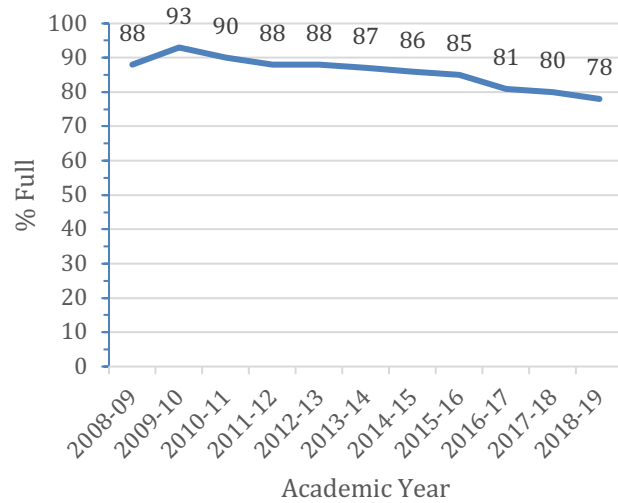
Effectiveness

Effectiveness refers to how well students are progressing through the program, which is measured by the fall-to-spring persistence rate. The fall-to-spring persistence rate is 68% (down 3 percentage points). This is near its historical low. Fall-to-spring persistence has fluctuated between 67% and 73% for the previous eleven years (see Figure 3). Based on the relatively low persistence rate, the UH System deems effectiveness of the program to be **cautionary**.

Figure 3 Fall-to-Spring Persistence
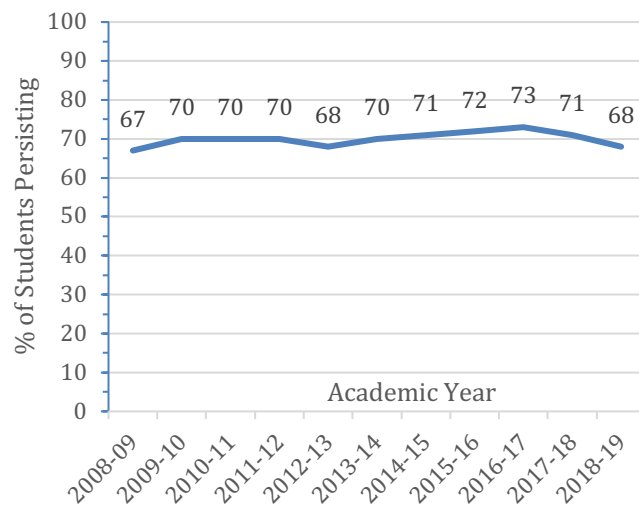
Part II: Program Description

<u>History</u>

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

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

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

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

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

The Arts and Sciences cluster spans a broad array of campus framework, supporting:
- General education courses for Liberal Arts students
- Alignment and transfer pathways for four-year institutions
- Targeted career-oriented programs allowing for direct employment
- Associate in Arts (AA) degree framework:
  - Liberal Arts
  - Liberal Arts with optional concentrations in Art, Business Administration, Deaf Studies and Deaf Education, Elementary Education, English, Family Resources, History, Pacific Island Studies, Psychology or Secondary Education
  - Hawaiian Studies
- Associate in Science (AS) degree framework:
  - Associate in Science in Educational Paraprofessional with a concentration in Second Language Teaching
  - Associate in Science in Natural Science (ASNS) with concentrations in Biological Sciences, Engineering, Information and Communications Technology, or Physical Sciences
  - Associate in Science in New Media Arts with specializations in Animation or Interface Design
- Concentration-specific certificates
  - Subject Certificates in Asian Studies, Hawaiian Studies, International Studies, Marine Option Program, or Sustainability
  - Certificate of Achievement in Biotechnology or STEM Education
  - Certificate of Competence in Biotechnology or Teaching English to Speakers of Other Languages
- Pre-admission in select disciplines

In addition to the degree pathways, concentrations and certificates listed above, the Arts & Sciences cluster absorbed the foundational Math and English courses from the Kahikoluamea Department in the Fall of 2016.

Number of Faculty & Staff

DEPT.	FACULTY (FT)	FACULTY (LECT.)	STAFF
A&H	23	27	2
LLL	38.5	25	1
M&S	36	29	3
SSCI	10	19	1
MKC	5		1

Program Goals

1. Hawaiʻi Graduation Initiative: Focus on Student Success – Increase the number of graduates and transfers and reduce their time to completion by investing in student services and supporting learning in and out of the classroom.
2. Hawaiʻi Innovation Initiative: Productive Futures of Students, Faculty, and Staff – Enhance workforce development efforts, linking to developing emerging sectors in Hawaiʻi's economy while simultaneously providing a stable workforce for the traditional employment sectors.
3. Enrollment: Improve Re-enrollment and Outreach – Identify and set goals for currently underserved populations through outreach to and access for high school students, GED completers, Native Hawaiians, Pacific Islanders, and working age adults, and sharpen the focus on campus-based re-enrollment strategies.
4. Modern Teaching and Learning Environments: Ensure that students and faculty have the learning and teaching environments appropriate for the third decade of the 21st century and the sustainability practices to maintain those environments.

Program Student Learning Outcomes

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

For each AALA Concentration, in addition to the aforementioned PSLOs each concentration has additional program learning outcomes. Concentrations within the AALA degree consists of a minimum of nine credits, establish coherent and explicit pathways to baccalaureate degrees, and include any of the following:
1. Courses that meet University of Hawaiʻi baccalaureate major requirements

2. Courses that serve as prerequisites to course that meet UH baccalaureate major requirements
3. Prescribed lower division General Education or elective courses that articulate with a UH baccalaureate majore
4. Clear pathway for community college students to complete a baccalaureate program in four years

AALA Concentration	Program Learning Outcome
Art	- Successfully apply the formal elements and principles of art and design. - Exhibit fundamental skills and concepts relative to the practice of visual arts. - Complete the creative problem-solving process from planning and discovery to implementation and evaluation. - Exhibit an ability to communicate effectively both visually and verbally the intent of completed artwork. - Demonstrate a broad grasp of the history of art within cultural contexts and a more specialized knowledge of certain periods, cultures, and issues.
Business Administration	- Record and report financial information for sole proprietorships in service and retail operations using accounting theory and methods - Use methods for evaluating financial performance for corporations, including cost accounting, budgeting, break-even analysis, ratio analysis, and cash flow analysis. - Apply principles of business and managerial communications through analyzing various kinds of business messages and writing informatively, analytically, and persuasively for business purposes. - Explain concepts in Micro and Macroeconomics, with emphasis on price system and market structures, and modern theory of income determination indicating how and why income, production, employment and price levels fluctuate. - Describe laws impacting business operations. - Utilize major computer application packages as tools in business problem-solving.
Deaf Studies & Deaf Education	- Use informed decision making to function effectively in the classroom, school, local, and/or professional communities. - Use communication skills to work effectively with deaf students, their families, school administrators, teachers, staff, and other related personnel - Use instructional and behaviorial management strategies to facilitate a positive learning environment for students - Demonstrate professionalism and ethical practices in the classroom, school, local, and professional communities. - Demonstrate knowledge and skills specific to the instruction and support of students who are Deaf and Hard of Hearing in a variety of settings. - Demonstrate intermediate skills in American Sign Language and English
Economics	- Explain how the American economic system works, including various approaches to the organization of production and the allocation of resources. - Explain how policies of microeconomics nature achieve national and specific goals of public policy. - Explain the specific tools of classical, Keynesian, and macroeconomics

	analysis, e.g. demand and supply, the consumption function, the multiplier effect, the quantity theory of money, and the accelerator effect, all of which analyze the change in and determination of national income. • Explain government fiscal and Federal Reserve policies and apply these to current economic events.
Elementary Education	• Build and maintain partnerships with students, their families, school personnel, and community stakeholders to positively impact students' lives • Advocate for quality education and the right to education for all learners. • Apply critical thinking, reflection, and problem-solving skills to make informed decisions as a teacher. • Conduct educational research using sound quantitative and qualitative methods. • Demonstrate professionalism, ethical practices, and effective communication and collaboration skills in all interactions and situations as a teacher. • Develop and/or utilize: (a) appropriate curricula, (b) technology, (c) instructional approaches, (d) assessments, (e) classroom management techniques, including specific behaviorial supports/strategies to foster positive and inclusive learning environments for all students. • Reflect on, appraise, and increase personal and professional development and efficacy as a teacher.
English	• Analyze a work of literature as a reflection of its cultural and historical context. • Identify major themes in a work of literature and explore their implications • Analyze structure; explain how for contributes to meaning • Use literary evidence to support interpretations and analysis of literary works • Produce clear and effective written responses to literature.
Family Resources	• Compare and contrast the various theories of human development and behavior • Describe biological, cognitive, and psychosocial development for each life-span period. • Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their cultures. • Summarize ideas, utilizing critical thought and reflection, clearly in all modes of communication. • Apply human development theories and concepts to personal, social, educational, and occupational experiences.
History	• Explain historical change and continuity • Develop a clear argument using recognized historical methods. • Write clear expository prose and present their ideas orally according to disciplinary conventions • Interpret and use primary sources • Identify the main historiographical issues in a specific area of concentration
Pacific Island	• Describe the major historical and contemporary events and issues facing

Studies	the Pacific Islands region. • Identify the diverse populations in and from the Pacific islands and their concerns at home and abroad
Psychology	• Identify the concepts, language, and major theories of the discipline to account for psychological phenomena • Compare and contrast the major perspectives of Psychology: behaviorial, neuroscience, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural • Apply psychological concepts, theories, and research findings as these relate to everyday life. • Demonstrate knowledge of research methods, hypothesis testing, and appropriate use of statistics to assess hypothesis
Secondary Education	• Reflect on, appraise, and increase personal and professional development and efficacy as a teacher. • Advocate for quality education and the right to education for all learners. • Apply critical thinking, reflection, and problem-solving skills to make informed decisions as a teacher. • Conduct educational research using sound quantitative and qualitative methods. • Demonstrate professionalism, ethical practices, and effective communication and collaboration skills in all interactions and situations as a teacher. • Develop and/or utilize: (a) appropriate curricula, (b) technology, (c) instructional approaches, (d) assessments, (e) classroom management techniques, including specific behaviorial supports/strategies to foster positive and inclusive learning environments for all students. • Build and maintain partnerships with students, their families, school personnel, and community stakeholders to positively impact students' lives

Program Learning Outcomes

Faculty assess student learning outcomes in their courses, and the results of those assessments inform the assessment of program learning outcomes. While various attempts have been made at assessing the AA in Liberal Arts program outcomes, the entire outcome set has not been assessed in any systematic or meaningful way.

Action Plan

• To address overall health of the program, fill nine vacant positions in spring 2020.
• To address demand, hold a brainstorming session in spring 2020 with concentration coordinators and counselors for ideas on how to increase the number of declared majors.
• To address effectiveness, continue implementation of AA, concentration, department, and unit 2018-2019 Student Success Plans.
• To address program learning outcomes assessment, re-map course outcomes to program outcomes (spring 2020) and conduct program-wide assessment of one outcome (AY 20-21).

Credentials and Licensures Offered

N/A

<u>Resources</u>

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

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

<u>Articulation Agreements</u>

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

<u>Advisory and Community Connections</u>

State of Hawai'i Department of Education
Art Advisory (New Media Arts)

Part III: Curriculum Revision and Review

During Fall 2016 to Spring 2019, a total of 317 courses were either, modified, deleted or created (new courses).

EFFECTIVE	DEPARTMENT	MODIFICATION/DELETION/CREATE
F2019	Arts & Humanities	4 new courses 3 deletions 27 modifications
F2018	Arts & Humanities	1 new course 2 deletions 21 modifications
F2017	Arts & Humanities	1 new course 9 deletions 48 modifications
F2019	Languages, Linguistics & Literature	3 new courses 35 modifications
F2018	Languages, Linguistics &	3 new courses

	Literature	5 deletions 25 modifications
F2017	Languages, Linguistics & Literature	10 modifications
F2019	Math & Sciences	3 deletions 9 modifications
F2018	Math & Sciences	4 new courses 8 deletions 24 modifications
F2017	Math & Sciences	9 new courses 19 modifications
F2019	Social Sciences	2 deletions 12 modifications
F2018	Social Sciences	24 modifications
F2017	Social Sciences	1 new course 2 modifications 1 deletion

On average over the three-year period, Arts & Sciences met the goal of reviewing a minimum of 20% of existing courses per year. 100 courses in Fall 2017, 119 courses in Fall 2018, and 98 courses for Fall 2019. See *Appendix 1* for more specific information regarding curriculum revision and review.

Part IV: Survey Results

No surveys were administered during the three years covered by this report. However, the College did administer the Community College Survey of Student Engagement (CCSSE) which assists colleges in their efforts to Kūlia I Ka Nuʻu (Strive for Excellence). National research reveals that the more actively engaged students are – with college faculty and staff, with other students, and with the subject matter – the more likely they are to learn and to achieve their academic goals.

The CCSSE includes five benchmarks of effective educational practice:

Active and Collaborative Learning – Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

Student Effort - Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process. Eight survey items that indicate how frequently students engage in a number of activities important to their learning and success are associated with this benchmark.

Academic Challenges - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Student Faculty Interaction - In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty

members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Support for Learners - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

Benchmark scores are standardized around the mean of CCSSE Cohort respondents' scores so that benchmarks have a mean of 50, a standard deviation of 25, and are weighted by full-time and less than full-time enrollment status.

When compared with other medium schools (4,500 – 7,999 students) across the United States, the College does exceedingly well in the Active and Collaborative Learning Benchmark and stays within two to three points of the remaining benchmarks.

Benchmark	Active and Collaborative Learning Benchmark	Student Effort Benchmark	Academic Challenge Benchmark	Student-Faculty Interaction Benchmark	Support for Learners Benchmark
Kapiʻolani CC	52.9	44.3	47.7	48.6	47.9
ATD Cohort	49.7	49.6	50.1	50	49.5
2018 Cohort	50	50	50	50	50

Part V: Quantitative Indicators for Program Review (ARPD for 2016, 2017, 2018)

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

	Demand	Efficiency	Effectiveness	Overall
2015-2016	Cautionary	Healthy	Cautionary	Cautionary
2016-2017	Unhealthy	Healthy	Cautionary	Cautionary
2017-2018	Cautionary	Cautionary	Cautionary	Cautionary

Demand Indicators

There was a decrease in the number of program majors from 3,141 in 2016 to 2847 in 2017, a decrease of 284. The decrease in Student Semester Hours (SSH) decreased by 643. What is surprising is 2017 to 2018. During these two years, there was a 106 student decrease in program majors, declining from 2857 in 2017 to 2751 in 2018. However, the SSH difference for the aforementioned years was 2,939.   As the demand indicators indicate, there has been an increase in part-time students in the AALA degree.

Efficiency Indicators

Average class size stayed steady at 21-22 students and the number of low-enrolled classes also increased. The fill rate and the number of majors to FTE BOR appointed faculty—data indicators used to determine efficiency went from Healthy in 2016 and 2017 to Cautionary in 2018 when the fill rate went to 80.1%.

Effectiveness Indicators

The persistence rates for Fall to Spring have decreased by 2%, while persistence rates for Fall to Fall has also decreased by 3%. Nonetheless, transfers with degree from program increase from 498 to 526 during AY16 to AY17 and then decreased slightly from 526 in AY17 to 513 in AY18.

Distance Education: Completely Online Courses

The number of Distance Education classes offered decreased from AY16 to 17 from 220 to 216, then increased from AY17 to 18, from 216 to 237. Fill rates for Distance Education courses hold at the mid 80 percentile, while successful completion of online courses also hold at the mid 60 percentile.

Transfer Student Report

Information was obtained from the University of Hawai'I Institutional Research & Analysis Office Webpage (https://www.hawaii.edu/institutionalresearch/transferReport.action?)

Transfer is an important quantitative measure of success for the Liberal Arts Program so this information has been added to this CPR.

Transfer Table 1: Fall 2016-Spring 2019 Transfer to UH 4-yr Institution (All students & Liberal Arts)

Semester	F2016	S2017	F2017	S2018	F2018	S2019
# Transfer (All Students)	475	258	431	240	412	193
Enrollment	7382	6700	7095	6679	6899	6187

The following information was taken from the annual ARPD quantitative indicators that are specific to the Associate in Arts in Liberal Arts:

Transfer Table 2: Liberal Arts Enrollment, Graduation & Transfer (2016-2018)

ARPD TERM	2015-2016	2016-2017	2017-2018
AALA Majors	3141	2857	2751
AALA Graduates	614	649	595
AALA Transfers	498	526	513

2015-2018

Even while enrollment and majors decreased, the number of graduates stayed steady or increased. Furthermore, the number of transfers remained at 500+

Part VI: Analysis of the Program

Alignment with Mission

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

Assessment Results for Program Student Learning Outcomes

The AALA program will need to do a much better job in assessing the Program Learning Outcomes for the AALA degree as well as the discipline concentrations and certificates that are within the AALA degree.

Faculty have begun mapping their course student learning outcomes to the AALA Program Learning Outcomes as shown in the chart below. The next step is to complete the mapping of all courses with the AALA PLOs and then begin mapping courses to the PLOs of the Concentrations and Certificates. A major issue with assessment in the past three years have been the use of Taskstream. Faculty have entered their assessment data into the program. However, we had difficulties retrieving the data that was inputted. Furthermore, the College decided to stop using Taskstream and in 2019 decided to move to a homegrown assessment system., , the College decided to use a homegrown system of tracking and assessing

The results were as follows:

LEVEL	PLO 1: Qualitative/Symbolic Reasoning	PLO 2: Communication	PLO 3: Self and Community	PLO 4: Aesthetic Engagement	PLO 5: Integrative Learning
Introduced	ART 107, 189 ASTR 110 BIOL 171, 171L GG 101L, 103 HIST 151, 152 MATH 75X, 111, OCN 101, 201, 201L PHYS 151, 151L PHYL 142, 142L ZOOL 200, 200L	ART 107, 189 ASTR 110 ENG 100 ESOL 50, 52 ESL 100 GG 101L, 103 HIST 151, 152 KOR 101 MATH 243, 244 OCN 101, 201L PHYS 170, 170L SLT 102, 103 ZOOL 200, 200L	HIST 151, 152 MATH 243, 244 MUS 121C	ART 107, 189 HIST 151, 152 MATH 243, 244	HIST 151, 152 KOR 101 MATH 111 MATH 243, 244 OCN 101 ZOOL 200, 200L
Practiced	ART 207 BIOL 172, 172L MATH 112 SCI 295BL SLT 102, 103	ART 207 BIOL 172L KOR 201 PHYL 160, 160L SCI 295BL SLT 102, 103	PHYL 160, 160L	ART 207 MUS 121C PHYL 160, 160L	KOR 201 MATH 112 MUS 121C SLT 102, 103
Reinforced	ART 101 FAMR 230 ICS 111, 141, 211, 212, 241	ART 101 FAMR 230 MUS 107, 121C	ART 101 FAMR 230 MUS 107	MUS 107	ART 101 FAMR 230 MUS 107 SLT 202B,

	MATH 243 MUS 107, 121C SLT 202B, 203B, 290	SLT 202B, 203B, 290			203B, 290

I = Introduced: Indicates students are introduced to the PLO; not much emphasis is placed on the PLO (through a brief reading in the text, a brief introduction in a lecture, etc. No opportunity/opportunities to practice/apply/reflect.

P = Practiced: Indicates the PLO was introduced in another previous course(s) and students are afforded an opportunity/opportunities to practice/apply and reflect on the PLO; some emphasis is placed on the PLO (through reading chapters in the text, more than a brief introduction in a lecture, etc. and at least 1 learning activity/experience; and at least one reflection.

R = Reinforced: Indicates the PLO was practiced/applied in another course(s) and is reinforced through an additional opportunity/opportunities to practice/apply and reflect on the PLO; moderate emphasis is placed on the PLO (through reading several chapters, articles, etc., taking substantial amount of lecture time to address PLO, etc. and at least 2 learning activities/ experiences and at least 2 reflections)

Program Changes Based on Assessment Results

- No changes to the Program were initiated.

- The Program will need to consider the means by which it assesses its PLOs.

- The Program will need to look into using the vast amount of data being generated in course-level assessment as a potential means of assessing its PLOs.

Part VII: Tactical Action Plan, 2019-2024

STRATEGIC OUTCOMES	PERFORMANCE MEASURES	POTENTIAL STRATEGIES	MEANS OF ASSESSMENT	INDIVIDUALS RESPONSIBLE
Outcome 1: Hawai'i Graduation Initiative: Focus on Student Success	Increase annual CA and degree completion by 5% from 1513 to 2129. (*Performance Funding*)	**Kapiʻolani Commitments Outcome 1: Graduation** ➢ Continue development of STAR, student registration interface, and guided pathways to completion and transfer. ➢ Integrate Caseload advising for Counselors in Arts & Sciences ➢ Identify and support students who have chosen a AALA with a Concentration. ➢ Create articulation agreements or memorandum of agreements with our 4-year institutions in-state and out-of-state ➢ Fall 2020, advertise an online AALA degree and track success and implement continuous improvement.	Number of degrees awarded	Academic and Student Services faculty and staff
	Increase annual Native Hawaiian CA and degree completion by 5% from 234 to 329.	In addition to Kapiʻolani Commitments Outcome 1: ➢ Collaborate with positions outlined in Title III Part A (2016-2021). Native Hawaiian Academic Advancement Coordinator; Articulation Specialist; Career Exploration Specialist; and Native Hawaiian Financial Specialist. ➢ Collaborate with the Community and Place-based Coordinator as outlined in Title III Part F. ➢ Implement strategies being formed by the President's and Vice-President of	Number of degrees and CAs awarded	Academic and Student Services faculty and staff

		Community College's Hawaiʻi Papa O Ke Ao Committees. ➢ Collaborate with the Native Hawaiian Coordinator in reviewing and assessing data of Native Hawaiians attending Kapiʻolani Community College.		
	Increase annual UH and non-UH 4-year transfer by 6% from 1196 to 1798.	➢ Build relationships with transfer institutions.	UH and non-UH transfer rate	Academic and Student Services faculty and staff
	For students testing at one level below college ready, 75% will complete college level English and/or Math course within one semester. (*Reducing Time To Degree)*	➢ Support faculty teaching in the co-requisite model for English and Math. ➢ Invest in a coordinator for co-requisite courses ➢ Review impact on Purpose First on our campus.	Track number of students successfully completing the Co-requisite course M.1.2: Assess and make adjustments to ALP and Co-requisite courses.	Academic and Student Services faculty and staff Math and English faculty and staff

STRATEGIC OUTCOMES	PERFORMANCE MEASURES	POTENTIAL STRATEGIES	MEANS OF ASSESSMENT	INDIVIDUALS RESPONSIBLE
Outcome 2: Hawaiʻi Innovation Initiative: Productive Futures for Students, Faculty, and Staff.	Improve distance learning course success rates to 75%.	➢ Develop baselines and benchmarks for ʻāina-based and for place-based learning, undergraduate research, and teacher preparation. ➢ Eliminate cost as a barrier to education. ➢ Continue to increase Pell grant participation. ➢ Continue to invest in Open Educational Resources (OER) to replace even more textbooks.	Distance learning course success rates	Academic and Student Services faculty and staff
	Implement the KELA model and improve results on CCSSE Benchmarks.	Develop community partnerships locally and globally that advance the college's indigenous serving goals. Develop baselines and benchmarks for ʻāina-based and for place-based learning, undergraduate research, and teacher preparation. Based on 2018 CCSSE results, identify target CCSSE benchmarks for improvement and develop strategies to improve them	CCSSE results (2018, 2020)	Academic and Student Services faculty and staff

	Starting Fall 2019, complete a full round of assessment for all courses and programs. Map assessment of programs to Institutional Learning Outcomes	Collaborate with Institutional Assessment Coordinator to complete two cycles of program learning assessment and report on both cycles. Continue assessing course learning outcomes and linking outcomes to program learning outcomes to institutional learning outcomes. Explore and exploit innovative approaches to authentic assessment of student learning	Number of Program Learning Outcomes (PLOs) assessed in the 2019-2023. Number of courses completing planned course outcomes assessments	Academic faculty and staff
	Develop local, national, and global community partnerships that advance the college's strategic outcomes.	Develop community partnerships locally and globally that advance the college's indigenous serving goals. Develop baselines and benchmarks for 'āina-based and for place-based learning, undergraduate research, and teacher preparation. Improve enrollment management systems.	Total College-wide grant funding received	Academic faculty and staff
	Increase the number of sustainability designated course sections from 27-60 and develop "Pathways to UH 4-year Campuses."			
	Develop Native Hawaiian(s) for leadership roles at the College and in our community			

	Advance the use and understanding of Hawaiian language, history and culture			

STRATEGIC OUTCOMES	PERFORMANCE MEASURES	POTENTIAL STRATEGIES	MEANS OF ASSESSMENT	INDIVIDUALS RESPONSIBLE
Enrollment: Improve Re-enrollment and Outreach.	Increase annual dual enrollment (high school & KCC) by 5% from 141 to 200. **Kapiʻolani Commitments Outcome 3: Enrollment Growth** ➢ Invest in outreach to high schools, GED programs, Native Hawaiian and Pacific Islander community partnerships. ➢ Target outreach strategies to innovative programs. ➢ Focus on campus-based re-enrollment strategies. In addition to Kapiʻolani Commitments Outcome 3: D.1: Collaborate with Sheldon Tawata ensuring that we meet the demands of early college at neighboring high schools.		Number of students participating in dual enrollment program	Academic and Student Services faculty and staff

Performance Measures table:

Year	Actual	Goal
2015		148
2016		155
2017		163
2018		171
2019		180
2020		189
2021		200

STUDENT SUCCESS PLANS. (Will Update after end of AY 2020)

DEPT.	GOALS (What specific, measurable goal do you want to achieve?)	ACTION STEPS (What specific steps will you implement to achieve this goal?)	RESOURCES (What resources are needed to carry out your goal)	ASSESS. STRAT. (What data is necessary to determine whether/to what extent you achieved this goal? How will you collect it?)	SSP ALIGNMENT (Which phase of the SSP does this goal align?)	STRAT. PLAN ALIGN. (All goals must align with either a strategic plan outcome or institutional policy.)	INSTITUTIONAL PRIORITY (All goals must align with either a strategic plan outcome or institutional policy)	RELEVANT ARPD INFO
Arts & Humanities	Maximize Enrollment	Align F2019 schedule with sequence courses in S2020, SUM2020, and Fall 2020, while making sure the various concentrations in the department are updated accordingly	Not so much resources as communication, especially advanced notice in terms of building closures and renovations	Pre and post enrollment data. Feedback from concentration advisors and students	LEARN	III: Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring Re-enrollment: 71%
	Maximize Fall-to-Spring Persistence	Align F2019 schedule with sequence courses in S2020, SUM2020, and Fall 2020, while making sure the various concentrations in the department are updated accordingly	Not so much resources as communication, especially advanced notice in terms of building closures and renovations	Pre and post enrollment data. Feedback from concentration advisors and students	ACHIEVE	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
Languages, Linguistics & Literature	Increase LLL Enrollment: Offer Annual Schedule for LLL Courses Spring 2020, Cummer 2020 and Fall 2020	Align Fall 2019 schedule with sequence courses in Spring 2020, Summer 2020, and Fall 2020	None	Number of Fall 2019 that were aligned with Spring 2020, Summer 2020 and Fall 2020 courses	LEARN	III: Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring Re-enrollment: 71%
	Increase LLL Fall to Spring Persistence: Offer Annual Schedule for LLL Courses Spring 2020, Summer 2020 and Fall 2020	Align Fall 2019 schedule with sequence courses in Spring 2020, Summer 2020, and Fall 2020		Number of Fall 2019 that were aligned with Spring 2020, Summer 2020 and Fall 2020 courses	ACHIEVE	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
Maida Kamber Center	Milestone Checks: Identify KCC home-based students with 48 credits applicable toward their declared major and send an email prior to registration and to meet with a counselor to plan for gradutation	Email, phone calls to schedule and remind students of counseling appointments	No additional resources	Survey instrument completed after session. Students will obtain competency at a minimum 75% competency rate	LEARN	III: Enrollment: Improve re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring Re-enrollment: 71%
	Milestone Checks: Identify KCC first year home-based students with a declared A&S major		No additional resources	Survey instrument completed after session. Students will obtain competency at a	ACHIEVE	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%

	and send an email prior to registration to meet with a counselor or attend a STAR workshop			minimum 75% competency rate			
Math & Sciences	**Increase M/S Enrollment: Offer Annual Schedule for M/S Courses S2020, SUM 2020 and F2020**	Align F2019 schedule with sequence courses in S2020, SUM 2020, and F2020	DC and faculty member time invested in changing the schedule given the large number of variables to take into consideration.	S2020 and F2020 M/S enrollment data. DC collects census enrollment from banner and compares previous year's data. Also, determine the # of courses that are not in alignment and aim to reduce this number.	**LEARN**	III: Enrollment: Improve re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring Re-enrollment: 71%
	Increase M/S Fall to Spring Persistence: Offer Annual Schedule for M/S Courses S2020, SUM 2020 and F2020	Align Fall 2019 schedule with sequence courses in S2020, SUM 2020, and F2020	DC and faculty member time invested in changing the schedule given the large number of variables to take into consideration	F2019 to S2020 persistence data needed from OFIE. Also, determine the number of courses that are not in alignment and aim to reduce this number	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
Social Sciences	**Increase SS enrollment: Offer annual schedule for SS courses S2020, SUM 2020 and F2020. Increase annual UH and non-UH 4yr transfer by 5%. Increase Fall to Spring persistence by engaging students through our courses**	Increase annual UH and Non-UH 4-year transfer by 5%. Adding two additional concentrations ANTH and SOC	Obtain funds to host UHM-CCS if necessary to ensure pathways and concentrations are coherent and made readily known to students at Kapi'olani CC	Comprehensive Rubric with supporting data from OFIE. Our date suggests a growth trend in transfer rates	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
ASNS Biological Sciences	**Increase enrollment in the ASNS BS program and improve Fall-to-Spring re-enrollment**	Schedule courses in "bocks" so second/third semesters of a course progression are scheduled at the same days/times as the first semester course	Room availability for course scheduling. Access to UHM BIOL department course schedule. Time for club planning and organization	Gather participants list (UH email)	**LEARN**	III: Enrollment: Improve re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring Re-enrollment: 71%
	Increase ASNS Fall to Spring Persistence in Sequence Courses (i.e. BIOL 171/172) by inviting peer mentors to assist students in registering for Spring 2020 courses	Schedule a time for ASNS students to meet with STEM Peer Mentors before Spring 2020 registration	Increased funding for peer mentors that is not dependent on grant funding		**LEARN**	III: Enrollment: Improve re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring Re-enrollment: 71%
ASNS Engineering	**Increase enrollment in the engineering concentration and**	Schedule courses in "blocks" so 2nd/'3rd semesters of a	Room availability for course scheduling. Time for club planning	Enrollment and re-enrollment data already collected for	**LEARN**	III: Enrollment: Improve re-enrollment &	Institution-Set Standard for Course Completion (C or	Fall-to-Spring Re-enrollment: 71%

	improve Fall-to-Spring re-enrollment	course progression are scheduled at the same days/times as the 1st sem. course. Start Marine Technology Society student club to build student community and increase visibility of the program Improve completion rates of Fall courses	and organization.	ARPD. Track club membership		Outreach		higher): 70%; Aspirational Goal: 75%
	Improve student success rate in EE 160	Replace lecturer with full-time faculty and redesign course	Funding for microcontrollers and sensors for the laboratory section to engage students in applied and relevant projects. Estimated need is $2,000/yr for 40 students. Release time for FT faculty to develop redesign	Success rate of EE 160	**ACHIEVE**	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
ASNS-ICT	**Increase enrollment in the ICT program and improve fall-to-spring re-enrollment from 71%**	Schedule courses in "blocks" so 2nd and 3rd semesters of a course progression are scheduled at the same days/times as the 1st sem. course. Schedule courses at different times than they are held at UHM Start ICS/IT student club to build student community and increase visibility of the program Improve completion rates of Fall courses	Room availability for course scheduling. Access to UHM ICS course schedule. Time for club planning and organixation	Enrollment and re-enrollment data. Already collected for ARPD.	**LEARN**	III: Enrollment: Improve re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring Re-enrollment: 71%
	Improve successful completion rated from 70%	Hold open-lab/group study sessions with the instructor present during at least two office hour periods per week. Either in a classroom or a library study area	Room availability	Homework, project, and exam grades will be used to assess this goal	**ACHIEVE**	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
ASNS – Physics	**Increase outreach efforts**	Use the ASNS mailing list to engage more students into Physics Paʻina activities	MONEY!!!	We will have a drone hovering above each paʻina, take pictures and take a head count of participants	**ENGAGE**	III. Enrollment: Improve Re-enrollment & Outrech	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal:	Fall-to-Spring Re-enrollment: 71%

Program	Objective	Strategy	Resources	Data/Measure	Category	Initiative	Institution-Set Standard	Target
								75%
	Improve success rates in physics courses	Reinvigorate our MIPI program to contextualize and integrate physics better with mathematics	MONEY!!! Increase our faculty salary and stop making us shame for just asking for it!	MIPI Success Rates	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
	Increase ASNS Fall to Spring persistence in sequence courses (i.e. PHYS 170/171) by inviting peer mentors to assist students in registering for Spring 2020 courses	Schedule a time for ASNS students to meet with STEM Peer Mentors before Spring 2020 registration	Increased funding for peer mentors that is not dependent on grant funding	Gather participants list (UH email)	**PREPARE**	III. Enrollment: Improve Re-enrollment & Outrech	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
AA-Liberal Arts	**Support A&S departments' efforts to improve course success rates by enhancing Department Chair ability to track course student learning outcome assessment activity**	Create a user-friendly course assessment tracking system through customization of LASRs and CLRs	No additional resources needed	Data on customized LASR ease-of-use gathered via surveys of A&S Department Chairs	**LEARN**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
	Support A&S departments' efforts to improve fall-to-spring re-enrollment rates by making it easy to bring elements of advising into the classroom	Create (1) a slideshow of registration and advising information that faculty can use in their classes to keep students informed of important dates and deadlines, and (2) a calendar notification system to remind faculty of these dates and deadlines.	No additional resources needed	Data on (1) faculty use of slideshow and (2) faculty subscription to calendar notifications, both gathered via survey of A&S teaching faculty	**ACHIEVE**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
AA-Liberal Arts-ART	**Maximize enrollment**	Align F2019 schedule with sequence courses in S2020, SUM2020, and Fall 2020, while making sure that ART concentration is updated and relevant	Restore funding for studio lab assistants. Studio art cannot exist w/o studio art time. Six hours a week per student/per class. (UH E.P. E5.228)	Pre and post enrollment data. Feedback from concentration advisor and students	**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Maximize Fall-to-Spring Persistence	Align F2019 schedule with sequence courses in S2020, SUM2020, and Fall 2020, while making sure the various concentrations in the department are updated accordingly	Restore funding for studio lab assistants. Studio art cannot exist w/o studio art time. Six hours a week per student/per class. (UH E.P. E5.228)	Pre and post enrollment data. Feedback from concentration advisor and students	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
AA-Liberal Arts-BUSAD	**Increase Fall-to-Sping Re-enrollment**	Obtain list of student in the BUS AD Concentration from	TIME	Data from STAR	**ACHIEVE**	III. Enrollment: Improve Re-enrollment &	Institution-Set Standard for Course Completion (C or	ACC 201 81.44% ACC 202 73.33% ENG 209 69.84%

		STAR; Personal call to students and invite them to register for the next semester; offer registration and other support they need to re-enroll				Outreach	higher): 70%; Aspirational Goal: 75%	BAW 200 78.57% ECON 131 68.66% ICS 101 70.87%
	Support faculty to increase course completion (grade of C or better) rates	Meet with faculty teaching BUSAD courses to see what kinds of support they need for their students to successfully complete their courses; provide necessary supports	TIME	Data from STAR	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	ACC 201 64.35% ACC 202 82.42% ENG 209 63.32% BLAW 200 89.57% ECON 131 48.57% ICS 101 63.14%
AA-Liberal Arts- ECON	**Improve student retention in ECON classes**	Adpot interactive text and improve the software and hardware in the Economic Multimedia Classroom and Lab	Update computers and finance student help	Measure retention against previous semesters using current and past classroom data	**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
AA-Liberal Arts- ELEM ED	**Increase Fall-to-Spring re-enrollment by 2%**	Reach out via email/phone to all (will obtain most current #) students (befinning and middle of the semester, and before registration) enrolled in our Fall courses to see how they are doing and to offer support and guidance to register them for relevant program courses	No resources are needed	# of students currently enrolled in Fall 2019; # of students registered and enrolled in Spring 2020	**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 78%
	Increase course completion by 2%	Reach out via email/phone to all (will obtain most current #) students (befinning and middle of the semester, and before registration) currently enrolled in out Fall courses to see how they are doing and to offer individual, customized support to help them succeed in their courses	No resources are needed	# of students currently enrolled in Fall 2019; # of students successfully completed (C or higher) their program courses at the end of Fall 2019.	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 74%
AA-Liberal Arts- ELEM ED & SLT	**Increase Fall-to-Spring re-**	Reach out via email/phone to all	No resources are needed	# of students currently enrolled in	**LEARN**	III. Enrollment: Improve Re-	Institution-Set Standard for Course	Fall-to-Spring re-enrollment: 78%

	enrollment by 2%	(will obtain most current #) students (befinning and middle of the semester, and before registration) enrolled in our Fall courses to see how they are doing and to offer support and guidance to register them for relevant program courses		Fall 2019; # of students registered and enrolled in Spring 2020		enrollment & Outreach	Completion (C or higher): 70%; Aspirational Goal: 75%	
	Increase course completion by 2%	Reach out via email/phone to all (will obtain most current #) students (befinning and middle of the semester, and before registration) currently enrolled in out Fall courses to see how they are doing and to offer individual, customized support to help them succeed in their courses	No resources are needed	# of students currently enrolled in Fall 2019; # of students successfully completed (C or higher) their program courses at the end of Fall 2019.	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 74%
AA-Liberal Arts-ENG	**Sustain enrollment in ENG 200 level courses**	Experiment with 14 week courses.	Faculty willing to teach 14 week courses	Control 16 week course will be contrasted with experimental course	**ENGAGE**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Create a fully online path for a concentration in English	Identify courses in pathway not currently online: identify appropriate faculty and invite them to take TOPP as needed in Spring 2019 and Summer 2019; offer online class in Fall 2020 and/or Spring 2021 as needed.	Three Tes for TOPP and class development	Determination of whether online pathway is/isn't open for Fall 2020.	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 74%
AA-Liberal Arts-HIST	**Work with OFIE to identify who the HIST Concentration students are.**	Contact OFIE for a report on which students are currently working on the HIST concentration	None	Whether I get the report by the end of the semester or not	**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Develop strategies to communicate with identified HIST concentration students.	Meet with the fulltime History faculty to discuss strategies; identify at least two strategies to implement in Spring 2020 semester	Ability to email identified students. Copier	If by the end of Spring 2020, all students identified have been contacted; if there is a plan for continued identification of and communication with students doing the	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%

				HIST concentration.					
	Collaborate with A&S Dean, Nāwaʻa Napoleon, Humanities DC, Sarah Bremser, and the fulltime HIST faculty to figure out how to increase enrollment in 200-level courses so that they are not cancelled.	History faculty, the DC and the Dean will meet to discuss strategies to help increase enrollment in 200-level HIST courses, which are needed to complete the concentration. Identify at least one main strategy to implement.	Possible involvement of other units on campus (such as counselors); ability to print and post flyers, brochures, etc; ability to communicate with identified students	If 200-level courses are not cancelled and if there is an increase in the enrollment of the HIST 200-level courses	ACHIEVE	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%	
AA-Liberal Arts-HIST	Continuous Improvement	Choose at least 1 SLO in each semester to measure almong all HDFS Faculty	TIME	Data Sheet and rubric and discuss outcomes to improve among all faculty to compare methods and make improvements as needed	LEARN	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%	
	Improve Retention (Completion)	Check in with students when they are falling behind to develop individual success plan	TIME	Compare previous year success rate	ACHIEVE	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%	
AA-Liberal Arts-PACS	Offer all core courses necessary for the AALA-PACS concentration	Offer PACS 202 in Fall 2020	No resources	Was the course offered? Class Availability	LEARN	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%	
AA-Liberal Arts-PSY	Increase the number of students who are enrolled in the Psychology Concentration	We have created a PSY Club to build a stronger sense of community thereby helping students meet their goals. We will be adding online social network to give students a space to ask questions and be more stimulated by being in the PSY Concentration at Kapiʻolani CC. All faculty members are asked to identify the students who are in the concentration and to provide guidelines to help them succeed	TIME	We're keeping track of membership in the Psychology Club. We already have the list of the students who are in the Psychology Concentration. We need to keep updating the list.	LEARN	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%	
	Our Fall to Spring re-enrollment was 77% and we are now aiming for 2% higher	Psychology Club, Social network, faculty members engagement with students in the concentration	Contact info of all students in the Psychology Program (which we have but need to update regularly)	We need to be given the data on graduation and transfer to assess change over time. The Dean has been providing these data.	ACHIEVE	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%	

	Goal	Action	Resources	Assessment	Type	Alignment	Institution-Set Standard	Baseline
AA-Liberal Arts-SEC-ED	**Increase Fall-to-Spring re-enrollment by 2%**	Reach out via email/phone to all (will obtain most current #) students (befinning and middle of the semester, and before registration) enrolled in our Fall courses to see how they are doing and to offer support and guidance to register them for relevant program courses	No resources are needed	# of students currently enrolled in Fall 2019; # of students registered and enrolled in Spring 2020	**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 73%
	Increase course completion by 2%	Reach out via email/phone to all (will obtain most current #) students (befinning and middle of the semester, and before registration) currently enrolled in out Fall courses to see how they are doing and to offer individual, customized support to help them succeed in their courses	No resources are needed	# of students currently enrolled in Fall 2019; # of students successfully completed (C or higher) their program courses at the end of Fall 2019.	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 73%
AA-HWST	**1) Meet with faculty and ask them to implement consistent check-ins with students at Weeks 3 and 8 via email and/or personal communication. Begin discussions with counselors to increase collaboration for HWST 107, HAW 101 and PACS 108.**	1) Consult with HWST, HAW, & PACS faculty in Fall 2019 for implementation in Spring 2020 2) Meet in Spring 2020 in Weeks 4 and 9 to discuss success and needed improvements to intentional check-ins with students. 3) Contact counselors to begin collaborations to increase student service support	Human relationship. Setup meeting for week 4 and 9. Maida Kamber Counselors	Week 4 and 9 after action review with faculty. After action review with Maida Kamber center counselors.	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 73%
	2) Create the infrastructure for a fully online pathway plan for AA-HWST for implementation by Fall 2020	1) ID HWST, HAW & PACS core classes which are not currently offered online 2) Speak with appropriate faculty on feasibility of offering these courses online 3) Have faculty enroll in TOPP Spring 2019 4) Have core classes prepared to be offered in Fall 2020. B) Complete Steps 1-	TOPP Training Support. Curriculum Committee Support. Support from DE coordinator. Administrative Support. Faculty buy-in.	1) Report from HWST Coordinator 2) Report from HWST coordinator verifying faculty consultation 3) TOPP application & enrollment figures 4) is dependant on #3. Much of this requires HWST, HAW, PACS faculty buy-in.	**PREPARE**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 73%

		4 for HWST, HAW & PACS electives C) Speak with Leigh Dooley to ID what Liberal Arts Classes are currently offered online & ID gaps in offerings and make a plan that could fill those gaps.						
	3) Create a plan to align with UH Manoa to be able to offer 100+ and 200+ level required courses face-to-face and/or online.	1) ID UH Manoa HWST 100+ and 200+ level required courses which are not currently being offered at KCC. 2) Submit new curriculum proposals for these courses by Fall 2020 for implementation in Fall 2021.	Support from UHM faculty with course alignment. Curriculum Committe Support.	1) Report from HWST Coordinator 2) Data from KCMS (Curriculum Committee).	ACHIEVE	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 73%
AS-NMA	Maximize Enrollment	Maintain the provisions, equipment, and supplies necessary for student success in the program; maximize outreach to secondary schools and loval industry	Restore funding for studio lab assistants. Studio art cannot exist without KCC studio art time. Six hours a week per student per class. (UH Executive Policy 5.228)	Data on student lab funding; Pre and post enrollment data. Feedback from concentration advisors and students	LEARN	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Maximize Fall-to-Spring Persistence	Continue to provide students with access to industry-standard software and hardware	Continued funding for student labs (hardware/software, SECE student employment funds, classroom furnishing, cleaning supplies	Pre/post enrollment data. Feedback from concentration advisors/students	ACHIEVE	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
AS-SLT	Recruit high school students to the SLT Program	- Attend high school events. - Attend career fairs. - Attend counselor meetings. - Provide staff with SLT materials. - Provide HS academies with SLT materials. - Provide KCC counselors with SLT materials	- Assigned time for SLT coordinator. - SLT promotional materials and IT/ web support for SLT website and program info. - KCC high school outreach faculty/ staff support. - NSO staff and KCC counselor support	New student enrollment data will be examined to determine success of recruitment efforts	CONNECT	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Improve successful SLT course completion to 81%	Put all SLT Program courses online	Assigned time for SLT Program instructors	Final course grades will be examined to determine improvement	LEARN	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 81%
	Improve fall-to-Spring re-enrollment to 75%	- Attend counselor meetings. - Provide counselors with SLT materials. - Increase visibility on campus. - Increase visibility online. - Increase visibility	Assigned time for SLT Coordinator. SLT promotional materials and IT/Web Support or SLT website and program infor. KCC Counselor support	Institutional re-enrollment data will be examined to determine improvement	ACHIEVE	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%

		throughout the UH System. - Provide advising opportunities for KCC students. - Strengthen established pathways. - Establish new pathways to Secondary Ed.						
ASC-Asian Studies	**Increase Fall-to-Spring re-enrollment by 2%**	Improve visibility of Asian Studies ASC through KCC news, flyers, brochures, and possible presentations in class. Also will need to get the counselors on board to "market" the ASC to students;	May need funding for marketing...flyers, brochures, etc.		**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Increase course completion by 2%	Market the specific core courses of ANTH 200, ASAN 100 and POLS 120	May need funding for marketing-flyers, brochures, etc.		**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
ASC-HAW	**Increase Fall-to-Spring re-enrollment by 2%**		Support from DC	# of students enrolled in each section with particular teacher, #students enrolled in 101 sections (time)	**PREPARE**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Sustain course completions	Request no late registration beyond first week of school. Allow for withdrawal for special circumstances in language courses. Review course completions per section	Support from DC	#students enrolled in each section	**LEARN**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
	Advertise and market ASC in Hawaiian language	Announce ASC in Hawaiian in all HAW courses	Paper for Flyers	Email access to HAW course sections	**ENGAGE**			
ASC-HWST	**Increase Fall-to-Spring re-enrollment by 2%**	I am planning to recommend that the ASC HWST be made inactive by the Curriculum Committee in Fall 2020. The ASC was created in a different context when the AA HWST did not exist. It's credit requirements are not aligned with the AA program. I have had informal conversations with HWST faculty regarding this and need to talk to the counselors and Kalaualani for input on potential issues.			**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%

	Goal	Action/Narrative	Resources	Additional Notes	Outcome	Initiative	Institution-Set Standard	Target
	Increase course completion by 2%	I am planning to recommend that the ASC HWST be made inactive by the Curriculum Committee in Fall 2020. The ASC was created in a different context when the AA HWST did not exist. It's credit requirements are not aligned with the AA program. I have had informal conversations with HWST faculty regarding this and need to talk to the counselors and Kalaualani for input on potential issues.			**ACHIEVE**	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
ASC-INTNL ST	**Increase Fall-to-Spring re-enrollment by 2%**	Improve visibililty of ASC through KapCC News, flyers, brochures, and possible presentations in class. Also will need to get the counselors on board to "market" the ASC to students	May need funding for marketing...flyers, brochures, etc.		**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Increase course completion by 2%	Market the specific classes ANTH 200, ASAN 100, and POLS 120	May need funding for marketing...flyers, brochures, etc.		**ACHIEVE**	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%
ASC-MOP	**Increase Fall-to-Spring re-enrollment by 2%**	Advertise the Marine Biology lecture and lab to keep MOP students engaged	Communicate with the counselors, create a flier to share with them, and advertise the program around campus	Find out how many current MOP students there are, reach out to them to let them know what courses they have left to take to complete the certificate, Reach out to OFIE to see what data they have	**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 71%
	Increase course completion by 2%	This is a tough one since the OCN 101 course is only offered in Fall, and the Marine Biology course is only offered in Spring. The OCN	Time is a big resource for this effort	Compare spring to spring data for ZOOL 200/L, my marine bio course	**ACHIEVE**	I: Hawaiʻi Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 70%

		201 lecture and lab is also offered in Fall only at this time. So if I focus on Marine Biology only, I would like to increase completion by 2% so I will work with my students to ensure they maintain in the course and don't fall behind.						
CA-STEM ED	**Increase Fall-to-Spring re-enrollment by 2%**	Reach out via email/phone to all (will obtain most current #) students (befinning and middle of the semester, and before registration) enrolled in our Fall courses to see how they are doing and to offer support and guidance to register them for relevant program courses	No resources are needed	# of students currently enrolled in Fall 2019; # of students registered and enrolled in Spring 2020	**LEARN**	III. Enrollment: Improve Re-enrollment & Outreach	Institution-Set Standard for Course Completion (C or higher): 70%; Aspirational Goal: 75%	Fall-to-Spring re-enrollment: 78%
	Increase course completion by 2%	Reach out via email/phone to all (will obtain most current #) students (befinning and middle of the semester, and before registration) currently enrolled in out Fall courses to see how they are doing and to offer individual, customized support to help them succeed in their courses	No resources are needed	# of students currently enrolled in Fall 2019; # of students successfully completed (C or higher) their program courses at the end of Fall 2019.	**ACHIEVE**	I: Hawai'i Graduation Initiative Focus on Student Success	Institution-Set Standard for Fall-to-Spring Re-enrollment: 75%	Successful Completion (Equivalent to C or Higher): 74%

Part VIII. Resource and Budget Implications

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

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

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

Funds and resources needed to support a thriving Associate in Arts in Liberal Arts, Associate in Arts in Hawaiian Studies, Associate in Science in Natural Sciences, Associate in Science in New Media Arts, as well as its other certificates are as follows:

Distance Education 1 Full-time Position 2 APT	These three positions will facilitate the Distance Education arm of Arts & Sciences
Undergraduate Research Experience Space	Space for students to conduct research is desperately needed. Undergraduate Research Experience (URE) has been identified as a best-practice for student transfer and success and has been described at length in grant reporting as a key factor in the success of the ASNS Program. URE has branched out into the Math & Sciences, Arts & Humanities, LLL, Social Sciences and Culinary departments. The hope is that all disciplines will have URE by 2024.
Grantwriting Financial Compensation or Teaching Equivalencies	Financial Compensation and/or Teaching Equivalencies for faculty and/or APT members willing to write and submit grants.
NMA Lab Hardware Upgrades (1 NMA lab per year, 17 computers)	$72,000
Software Licenses (Adobe Creative Suite, Nuke X Suite, & other software such as Font Managers, etc.)	$20,000
Misc. Maintenance & Equipment Costs (projectors, bulbs, printers, printing supplies, blank media, hard drives/storage, batteries, security cables, cleaning supplies, etc.)	$12,500
Student Lab Monitors for Open Lab (5 students to monitor 3 open labs, approx. $10/hr)	$20,600
New BOR appointed faculty position in ASNS in order to continue meeting the performance measures, specifically in Mathematics, Physics, Geophysics, Chemistry, and ICS	5 positions x $$98,574 = $492,870

Space for students to conduct research	Undergraduate research (URE) a high-impact practice has been identified as a best-practice for student transfer and success and has not beed described at length in grant reporting as a key factor in the success of the ASNS program.
Grantwriters	Financial compensation for faculty and/or APT members willing to write and submit grants.
Arts & Humanites (2 Positions)	There is a need for two FTE BOR appointed positions in Arts & Humanities for ART. Faculty have retired. However, positions have not been given back to the discipline.
LLL (2 Positions)	ASL Position and ESOL position needed to replace retirees in the two disciplines
SSCI (1 Position)	Geography needs one position
Marketing	$200,000 needed to better advertise concentrations and degree pathways, as well as the fully online degrees that will be rolling out in Fall 2020
TOPP Funding	18 x $8,000 = $144,000 to fund teaching equivalencies to ensure that students are afforded enough choices to enroll in online and that faculty receive the best training to offer their courses online.

Appendices

<u>**Appendix 1: Curriculum Revisions & Review**</u>

DISC	COURSE	EFFECTIVE	MODIFY	DELETE	NEW
AH	PHIL 101	Fall 2019	X		
AH	PHIL 102	Fall 2019	X		
AH	ART 127	Fall 2019	X		
AH	MUS 231C	Fall 2019	X		
AH	THEA 101	Fall 2019	X		
AH	ART 247	Fall 2019	X		
AH	ES 101	Fall 2019	X		
AH	HUM 269FC	Fall 2019			X
AH	HUM 295SI	Fall 2019			X
AH	PACS 257	Fall 2019		X	
AH	DNCE 212	Fall 2019	X		
AH	DNCE 213	Fall 2019	X		
AH	HUM 210	Fall 2019	X		
AH	PHIL 100	Fall 2019	X		
AH	ART 269	Fall 2019	X		
AH	PHIL 213	Fall 2019	X		
AH	WS 202	Fall 2019		X	
AH	ART 125	Fall 2019	X		
AH	ART 126	Fall 2019	X		
AH	ART 128	Fall 2019	X		
AH	ART 129	Fall 2019	X		
AH	ART 156	Fall 2019	X		
AH	ART 212	Fall 2019	X		
AH	ART 246	Fall 2019	X		
AH	ART 294	Fall 2019	X		
AH	ART 295	Fall 2019	X		
AH	ART 296	Fall 2019	X		
AH	ART 269H	Fall 2019	X		
AH	MUS 121C	Fall 2019	X		
AH	MUS 122B	Fall 2019	X		
AH	MUS 229	Fall 2019		X	
AH	MUS 297	Fall 2019			X
AH	ART 293	Fall 2019	X		
AH	HWST 110	Fall 2019			X
LLL	CHNS 290	Fall 2019	X		
LLL	FIL 102	Fall 2019	X		
LLL	FIL 202	Fall 2019	X		

LLL	ASL 102	Fall 2019	X		
LLL	ENG x97	Fall 2019			X
LLL	ENG 100	Fall 2019	X		
LLL	LING 102	Fall 2019	X		
LLL	LING 150	Fall 2019			X
LLL	ENG 273C	Fall 2019	X		
LLL	JPNS 290	Fall 2019	X		
LLL	EALL 271	Fall 2019	X		
LLL	EALL 272	Fall 2019	X		
LLL	ENG 200	Fall 2019	X		
LLL	JPN 131	Fall 2019	X		
LLL	JPNS 101	Fall 2019	X		
LLL	JPNS 102	Fall 2019	X		
LLL	KOR 101	Fall 2019	X		
LLL	KOR 102	Fall 2019	X		
LLL	KOR 201	Fall 2019	X		
LLL	KOR 202	Fall 2019	X		
LLL	SLT 102	Fall 2019	X		
LLL	SLT 103	Fall 2019	X		
LLL	SLT 202	Fall 2019	X		
LLL	SLT 203	Fall 2019	X		
LLL	SLT 203B	Fall 2019	X		
LLL	SLT 290	Fall 2019	X		
LLL	FIL 101	Fall 2019	X		
LLL	ASL 290	Fall 2019	X		
LLL	ENG 271	Fall 2019	X		
LLL	SLT 202B	Fall 2019	X		
LLL	KOR 290	Fall 2019	X		
LLL	CHN 298L	Fall 2019			X
LLL	CHN 101	Fall 2019	X		
LLL	CHN 102	Fall 2019	X		
LLL	CHN 202	Fall 2019	X		
LLL	CHNS 102	Fall 2019	X		
LLL	ENG 271N	Fall 2019	X		
LLL	ENG 271P	Fall 2019	X		
MS	MATH 24	Fall 2019		X	
MS	MATH 25	Fall 2019		X	
MS	SCI 295BL	Fall 2019	X		
MS	SCI 295CH	Fall 2019	X		
MS	SCI 295EN	Fall 2019	X		
MS	SCI 295MI	Fall 2019	X		

MS	MATH 135	Fall 2019	X		
MS	MATH 140	Fall 2019	X		
MS	MATH 81	Fall 2019		X	
MS	SCI 295	Fall 2019	X		
MS	EE 160	Fall 2019	X		
MS	SCI 295EC	Fall 2019	X		
SSCI	ED 299	Fall 2019	X		
SSCI	ANTH 152	Fall 2019	X		
SSCI	PSY 260	Fall 2019	X		
SSCI	ANTH 151	Fall 2019	X		
SSCI	PSY 202	Fall 2019		X	
SSCI	PSY 270	Fall 2019	X		
SSCI	SSCI 260	Fall 2019		X	
SSCI	GEOG 102	Fall 2019	X		
SSCI	GEOG 151	Fall 2019	X		
SSCI	PSY 240	Fall 2019	X		
SSCI	PSY 250	Fall 2019	X		
SSCI	PSY 212	Fall 2019	X		
SSCI	ECON 130	Fall 2019	X		
SSCI	ECON 131	Fall 2019	X		
MS	CHEM 273	Fall 2018	X		
AH	PACS 201	Fall 2018			X
AH	WS 202	Fall 2018	X		
AH	ART 111	Fall 2018	X		
AH	ART 120	Fall 2018	X		
AH	ART 113	Fall 2018	X		
AH	PHIL 250	Fall 2018	X		
AH	ART 202	Fall 2018	X		
AH	ART 222	Fall 2018		X	
AH	ART 229	Fall 2018	X		
AH	ART 245	Fall 2018	X		
AH	ART 249	Fall 2018	X		
AH	ART 257	Fall 2018	X		
AH	ART 258	Fall 2018	X		
AH	ART 270	Fall 2018	X		
AH	ASAN 100	Fall 2018	X		
AH	MUS 107	Fall 2018	X		
AH	PHIL 211	Fall 2018		X	
AH	ART 112	Fall 2018	X		
AH	ART 127	Fall 2018	X		
AH	ART 269C	Fall 2018	X		

AH	HIST 282x	Fall 2018	X		
AH	HIST 281	Fall 2018	X		
AH	HIST 281	Fall 2018	X		
LLL	ENG 22	Fall 2018	X		
LLL	CHNS 290	Fall 2018	X		
LLL	EALL 262	Fall 2018	X		
LLL	ENG 272B	Fall 2018	X		
LLL	ENG 272F	Fall 2018	X		
LLL	ENG 272Q	Fall 2018	X		
LLL	COM 201	Fall 2018	X		
LLL	ENG 227	Fall 2018		X	
LLL	ASL 101	Fall 2018	X		
LLL	ASL 201	Fall 2018	X		
LLL	ASL 202	Fall 2018	X		
LLL	ASL 203	Fall 2018			X
LLL	ASL 204	Fall 2018			X
LLL	ENG 272G	Fall 2018	X		
LLL	ENG 272N	Fall 2018	X		
LLL	ENG 272P	Fall 2018	X		
LLL	VIET 202	Fall 2018		X	
LLL	ESOL 50	Fall 2018	X		
LLL	EALL 261	Fall 2018	X		
LLL	ENG 272	Fall 2018	X		
LLL	JPNS 197F	Fall 2018	X		
LLL	ESOL 52	Fall 2018	X		
LLL	ESOL 197B	Fall 2018		X	
LLL	ESOL 197C	Fall 2018		X	
LLL	IS 197E	Fall 2018		X	
LLL	ENG 272M	Fall 2018	X		
LLL	VIET 201	Fall 2018			X
LLL	CHNS 101	Fall 2018	X		
LLL	ENG 209	Fall 2018	X		
LLL	FIL 201	Fall 2018	X		
LLL	ENG 209	Fall 2018	X		
LLL	FIL 102	Fall 2019	X		
LLL	FIL 201	Fall 2018	X		
MS	MATH 32	Fall 2018	X		
MS	PHYL 141	Fall 2018	X		
MS	ZOOL 142	Fall 2018		X	
MS	BIOL 172	Fall 2018	X		
MS	CHEM 100	Fall 2018	X		

MS	CHEM 272L	Fall 2018	X		
MS	ICS 141	Fall 2018	X		
MS	GG 103	Fall 2018	X		
MS	MATH 132	Fall 2018	X		
MS	MATH 206	Fall 2018		X	
MS	MATH 232	Fall 2018		X	
MS	MICR 240	Fall 2018	X		
MS	PHYL 141L	Fall 2018	X		
MS	PHYL 142	Fall 2018	X		
MS	PHYL 142L	Fall 2018	X		
MS	ZOOL 141	Fall 2018		X	
MS	ZOOL 141L	Fall 2018		X	
MS	ZOOL 142L	Fall 2018		X	
MS	ASTR 110	Fall 2018	X		
MS	ICS 211	Fall 2018	X		
MS	ICS 212	Fall 2018	X		
MS	MATH 100	Fall 2018	X		
MS	MATH 103	Fall 2018	X		
MS	MATH 115	Fall 2018	X		
MS	MATH 241	Fall 2018			X
MS	MATH 243	Fall 2018			X
MS	PHYS 170	Fall 2018	X		
MS	PHYS 170L	Fall 2018	X		
MS	MATH 215	Fall 2018			X
MS	PHYL 160	Fall 2018	X		
MS	PHYS 274	Fall 2018	X		
MS	CHEM 272	Fall 2018	X		
MS	MATH 231	Fall 2018		X	
MS	PHYL 160L	Fall 2018	X		
MS	MATH 205/241	Fall 2018		X	
MS	MATH 242	Fall 2018			X
MS	CHEM 273L	Fall 2018	X		
MS	MATH 244	Fall 2018	X		
SSCI	PSY 202	Fall 2018	X		
SSCI	PSY 230	Fall 2018	X		
SSCI	ANTH 151	Fall 2018	X		
SSCI	PSY 100	Fall 2018	X		
SSCI	ED 277	Fall 2018	X		
SSCI	PSY 260	Fall 2018	X		
SSCI	ANTH 152	Fall 2018	X		

SSCI	ANTH 200	Fall 2018	X		
SSCI	ANTH 210	Fall 2018	X		
SSCI	ED 278	Fall 2018	X		
SSCI	ED 278B	Fall 2018	X		
SSCI	ED 283	Fall 2018	X		
SSCI	ED 284	Fall 2018	X		
SSCI	ED 285	Fall 2018	X		
SSCI	ED 289	Fall 2018	X		
SSCI	ED 290	Fall 2018	X		
SSCI	FAMR 230	Fall 2018	X		
SSCI	SOC 218	Fall 2018	X		
SSCI	SOC 257	Fall 2018	X		
SSCI	SOC 100	Fall 2018	X		
SSCI	SOC 231	Fall 2018	X		
SSCI	SOC 251	Fall 2018	X		
SSCI	ED 276	Fall 2018	X		
SSCI	ED 294	Fall 2018	X		
AH	AMST 201	Fall 2017	X		
AH	ART 106J	Fall 2017	X		
AH	ART 226	Fall 2017	X		
AH	DNCE 150	Fall 2017	X		
AH	HIST 222	Fall 2017	X		
AH	HIST 231	Fall 2017	X		
AH	HIST 232	Fall 2017	X		
AH	HWST 100	Fall 2017	X		
AH	HWST 216	Fall 2017	X		
AH	HWST 222	Fall 2017	X		
AH	HWST 255	Fall 2017	X		
AH	HWST 257	Fall 2017	X		
AH	MUS 106	Fall 2017	X		
AH	MUS 108	Fall 2017	X		
AH	MUS 114	Fall 2017	X		
AH	MUS 121B	Fall 2017	X		
AH	MUS 121C	Fall 2017	X		
AH	MUS 121D	Fall 2017	X		
AH	MUS 121Z	Fall 2017	X		
AH	MUS 122B	Fall 2017		X	
AH	MUS 122C	Fall 2017		X	
AH	MUS 170	Fall 2017	X		
AH	MUS 183	Fall 2017	X		
AH	MUS 201	Fall 2017	X		

AH	MUS 206	Fall 2017	X		
AH	MUS 229	Fall 2017		X	
AH	MUS 230	Fall 2017		X	
AH	MUS 231M	Fall 2017		X	
AH	PHIL 102	Fall 2017	X		
AH	REL 150	Fall 2017	X		
AH	REL 151	Fall 2017	X		
AH	REL 200	Fall 2017		X	
AH	REL 201	Fall 2017		X	
AH	REL 202	Fall 2017	X		
AH	REL 205	Fall 2017			X
AH	REI 209	Fall 2017	X		
AH	REL 210	Fall 2017	X		
AH	REL 215	Fall 2017	X		
AH	REL 222	Fall 2017	X		
AH	THEA 221	Fall 2017	X		
AH	THEA 222	Fall 2017	X		
AH	ART 104	Fall 2017	X		
AH	ART 114	Fall 2017	X		
AH	ART 222	Fall 2017		X	
AH	HUM 295HS	Fall 2017	X		
AH	HWST 207	Fall 2017	X		
AH	HWST 281	Fall 2017	X		
AH	HWST 281L	Fall 2017	X		
AH	LING 297	Fall 2017	X		
AH	MATH 132	Fall 2017	X		
AH	HUM 295	Fall 2017	X		
AH	HWST 282	Fall 2017	X		
AH	HWST 282L	Fall 2017	X		
AH	ART 120	Fall 2017	X		
AH	ART 159	Fall 2017	X		
AH	ART 222	Fall 2017		X	
AH	ART 258	Fall 2017	X		
AH	DNCE 212	Fall 2017	X		
LLL	FR 202	Fall 2017	X		
LLL	HAW 261	Fall 2017	X		
LLL	HAW 262	Fall 2017	X		
LLL	FR 201	Fall 2017	X		
LLL	ENG 98	Fall 2017	X		
LLL	KOR 202	Fall 2017	X		
LLL	HIST 197KF	Fall 2017	X		

LLL	KOR 197F	Fall 2017	X		
LLL	KOR 298F	Fall 2017	X		
LLL	KOR 201	Fall 2017	X		
MS	BIOL 171	Fall 2017	X		
MS	BIOL 171L	Fall 2017	X		
MS	BIOL 172L	Fall 2017	X		
MS	BIOL 275	Fall 2017	X		
MS	BIOL 275L	Fall 2017	X		
MS	MATH 78	Fall 2017	X		
MS	MATH 82	Fall 2017	X		
MS	OCN 201	Fall 2017	X		
MS	MICR 130	Fall 2017	X		
MS	MICR 140	Fall 2017	X		
MS	SCI 295CS	Fall 2017			X
MS	SCI 295PS	Fall 2017			X
MS	OCN 201L	Fall 2017			X
MS	SCI 295BT	Fall 2017			X
MS	SCI 295CH	Fall 2017			X
MS	SCI 295EC	Fall 2017			X
MS	SCI 295ES	Fall 2017			X
MS	SCI 295MI	Fall 2017			X
MS	SCI 295PL	Fall 2017			X
MS	MICR 161	Fall 2017	X		
MS	MICR 230	Fall 2017	X		
MS	SCI 295BL	Fall 2017	X		
MS	SCI 295EN	Fall 2017	X		
MS	SCI 295MA	Fall 2017	X		
MS	MATH 88	Fall 2017	X		
MS	GG 103	Fall 2017	X		
MS	MATH 32	Fall 2017	X		
MS	MATH 75X	Fall 2017	X		
SSCI	SSCI 102	Fall 2017			X
SSCI	PSY 212	Fall 2017	X		
SSCI	PSY 202	Fall 2017	X		
SSCI	ED 100	Fall 2017		X	