Division/Unit/Area Name: Social Science

Summary of progress made during past year towards achieving program goals and college goals

• For divisions, this section will be used to indicate progress toward AA Degree goals as well as other program goals within a division and college goals.
• For educational units and support areas, this section will be used to indicate progress toward unit or area goals as well as college goals.
• Discuss how well previous year’s plans were implemented and the subsequent results of the implementation.

As one of four divisions comprising the Liberal Arts Program at Leeward CC, the Social Science division offers a wide array of courses in 11 disciplines that fulfill the AA degree in Liberal Arts. These disciplines include: American Studies, Anthropology, Economics, Education, Family Resources, Geography, Human Services, Political Science, Psychology, Sociology, and Women’s Studies. Two of these disciplines lead to a separate degree, licensure or certificate. Education majors can achieve an AA degree in Teaching and also an Alternative Certification for CTE licensure, while Human Services offers a Certificate of Completion in Substance Abuse Counseling.

All of the courses offered in the Social Sciences fulfill the rational for general education requirements at Leeward CC and “provides students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multicultural community.” The division’s courses “allow students to gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility” (Rational for General education Requirements in College Catalog).

Courses offered by the division fulfill the Core requirements in both the Foundations and Diversification categories for the AA degree in Liberal Arts. For the Foundations requirement, three division courses address Global Multicultural Perspectives (ANTH 151: Emerging Humanity, ANTH 152: Global Perspectives on Humanity, and GEOG 151: Geography and Contemporary Society). For the Diversification requirements, 27 courses in 9 social science disciplines can fulfill the Diversification Social Sciences category. Specific courses in anthropology (ANTH 215) and geography (GEOG 101) and their respective laboratory courses (ANTH 215L, GEOG 101L) are Natural Science courses and fulfill the Diversification Biological and Diversification Physical requirements respectively, in addition to their Laboratory requirements (Diversification Laboratory).
Eight Social Science courses are among the most commonly taken courses by AA graduates; all of them are also offered in an online format. The social science courses most commonly taken include: PSY 100, SOC 100, GEOG 101, POLS 110, FAMR 230, PSY 240, ANTH 200 and ECON 130.

The division offers Writing Intensive (WI) courses that fulfill the college’s general education outcome of Written Communication and students’ graduation requirement of two writing intensive courses. In 2013, the division offered political science, sociology and women’s studies courses in the WI format.

The Social Science division supports a large number of students in its classes for the number of courses offered. Maximum enrollment for social science courses at the 100 level is 35 students and at the 200 level it is 30 students. Students in Education have lower class sizes of 25 (with 3 courses at 20 (ED 285, 291, 295) and Human Services has a class size of 16. At census date (5 weeks into the semester), the average class size for all division courses was 27.37 students, led by geography (32.62), sociology (31.55) and psychology (31.40).

In addition to large average class sizes, the division also commonly has the highest fill rates of all divisions, averaging 94.75% over the last 3 years and 93.92% in 2013. In 2013, women’s studies ranked the highest at 108.57%, followed by geography (99.47%), family resources (99.09%), anthropology (93%), psychology (90.87%) and education (90.56%).

Over the last three academic years, the division has served an average of 7,393 students. In 2013, 6,968 students were served. The psychology discipline traditionally serves the largest number of students with an average of 1,863 students over the last 3 years and 1,768 students in 2013. In 2013, psychology was followed by economics with 1073 students and sociology with 719.

Course success rates for all courses taught in the division have averaged 73.13% over the last 3 years and 74.51% in 2013. Success rates ranged from a high of 86.34% in Human Services to a low of 58.70% in Anthropology. Completion rates for all division courses averaged 76.16 from 2009-2012, ranging from a low of 62.7 in anthropology to a high of 86.7 in both education and human services.

The Social Science Division offers 27 courses in the distance education (DE) format. Online courses are offered in 9 out of the 11 division disciplines, especially in the introductory or survey courses. American Studies and Human Services are the only two disciplines that do not offer any online courses, although there are plans to offer AMST courses online in the future. The Education program offers all of their courses (12) in the DE format and will increase the number to 14 in fall 2014 when special education courses are offered online. The AA degree in Teaching can be completed entirely online.
The large number of courses offered in the DE format helps address the UH Strategic Plan goals of promoting native Hawaiian student success, as institutional data on distance education indicates that native Hawaiian enrollments in DE courses at Leeward CC have increased dramatically from 723 students in AY 2007-2008 to 2,555 students in 2011-2012. The division’s large number of DE course offering also helps in delivering educational programs and services to underserved regions of the State, especially on the leeward coast.

The AAT program has become an essential component in the educational pipeline, recruiting local students who have a desire to become K-12 classroom teachers and return to their communities to teach. Increasing the local supply of teacher licensure candidates with commitment to the island communities that produce them is critical if we are to meet the increasing need for teachers.

In November 2012, Leeward Community College was approved as a SATEP (State Approved Teacher Education Program) for an alternative pathway to state teacher’s licensing in CTE fields. The Alternative Certification for CTE Licensure program is an addition to the AAT program. Considered a post baccalaureate program, this alternative will provide candidates who have a minimum of an Associate degree and 3 years of industry experience the pedagogical or “how to teach” content. Candidates completing this course of study will be recommended for a teaching license issued by Hawai’i Teacher Standards Board and will be eligible to teach grades 6-12 in DOE CTE pathway classrooms. The program is offered online, state-wide, providing access to candidates within the State. As of spring, 2014, 22 candidates are in the program. The number of candidates seeking alternative certification has exceeded expectations for the first year.

The AAT program received a $2.5 million TAACCCT federal grant focusing on workforce development. Three initiatives are the focus of our work, to accelerate, expand and enhance the degree program.

**Accelerate:** An 18 month accelerated AAT degree program began fall, 2013. This degree option is being offered online to provide access to students statewide. Students will move through the program as a cohort and will receive support from the AAT Student Success Specialist and peer mentors to ensure successful completion rates.

**Expand:** A 16 credit Special Education (SPED) Inclusion certificate has been developed to meet the needs of current AAT students planning to transfer to a dual certification program for SPED/Elementary Education, paraprofessionals who desire/require more content instruction for SPED/Inclusion classrooms and in-service teachers who require professional development.

**Enhance:** AAT faculty have worked in cooperation with the Educational Media and Technology Center to redesign education courses so that they are consistently formatted for online delivery and enhanced with video streaming of demonstration lessons and lectures to make the written word come alive for students. Instructors have prepared a welcome to engage the online student with an orientation to the tools of Laulima prepared by the EMC. To further enhance the courses, a video project is underway in cooperation with the Hawai’i
DOE. “Highlighting Effective Teaching” is a new project that focuses on bringing classroom realities and teacher’s perspectives to our students through video and recorded interviews. Through technology, AAT/Alt. Cert. students will benefit from “real life experience”. Faculty will video effective teaching practices and strategies in our local Leeward and Central Oahu K-12 schools bringing theory and practice together for our students.

The Education Building is nearing completion. This state of the art building will be home to the AAT program and will also provide classroom space to our partner university programs. UH COE Manoa now offers two dual certification bachelor’s programs on Leeward CC campus, Dual Certification for SPED/Elem Ed and Dual Certification for ECE/Elementary Education, providing access to students in the Leeward CC service area.

Last year, the Human Services (HSER) program registered Cautionary, in the area of Persistence, in its ARPD. In order to monitor the situation more carefully, and internally track the program’s graduating population, an exit interview was instituted, with the graduates (both registered and unregistered) completing the program. Students were asked about their future pursuits, educational aspirations, commitments to transfer to another degree program, secure a job, stay in the job they have, etc. They were also asked if they were currently working in the field, and whether they had been offered employment during their practicum or promised a position upon graduation.

In the most recent exit interviews, 55% (as compared to the previous year’s 20%) were offered positions in the field while enrolled in the capstone HSER 295 practicum. Forty percent of the students accepted the offers while the rest declined to continue their schooling.

Last year only 8% of the graduates entered the program with either AA or BA degrees, evenly split between AA degrees and BA degrees. This past year 44% entered the certificate program with degrees had degrees. Of the 66% learners who did not have their AA degrees, 80% indicated they had plans to complete it. This is an increase from the 65% who planned to complete their AA degree the previous year. This year, of the graduates who already had AA degrees, 100% indicated they planned to obtain their Bachelor’s of Social Work. All of the students who already had their BA degrees, reported that they were planning on securing a Master’s degree.

Sixty-seven percent took the expected two years to complete the program, 22% took three years, and one person returned after a seven-year break.

Eighty-nine percent desired to find employment in the Substance Abuse Treatment field. Twenty-two percent wanted part-time work to be able to continue with their education, and the rest wanted full-time work.

Conducting these exit surveys supports the campus initiative toward promoting data-driven planning and decision-making.
An entry survey was administered to find out what degrees students already have when they begin. This provides supplemental data about their level of education and their plans. Fifty-three learners indicated that they are committed to securing their CCSAC. However, only 21% of those indicated that they had registered in the CCSAC program, whereas 64% have registered as Liberal Arts Majors. Of those who did not have their AA degree, 71% noted that they plan to work toward securing it. Seventeen percent planned leave school after they secured their CCSAC.

Forty-seven percent of the students began their Substance Abuse studies this fall, while the rest began anywhere from 1998-2012. Twenty percent arrived with degrees this year; 40% had AA degrees, 30% BA degrees in Psychology, Human Services, and Hawaiian/Pacific Languages, and 20% had MA degrees in some field of counseling. Fifty-seven percent were currently working, while 75% receive financial aid in the form of Pell Grants, loans or VA benefits, Vocational Rehab monies, Work Links, or scholarships, etc. The rest of the students pay their own tuition.

An anonymous Satisfaction Exit Survey for outgoing graduates was also administered for the first time last year. The first of two sections assessed how prepared they felt entering the practicum. Learners responded to seven questions in this section with ratings of 1 ("Minimally Prepared") to 5 ("Well Prepared"). The average score, with a 100% survey return rate, for all seven areas was 4.45. Eighty-nine percent felt that they had been “Well Prepared” in the seven areas, whereas 11% rated their preparedness at four, “Prepared.” The four questions in the second section covered how well the interns felt prepared post-practicum for securing a position in the field. The average score was 4.75 with 95% responding across the four questions that they felt “well-prepared.” Five percent rated their preparedness at 4.0 across the four areas.

This year, I have also continued my focus of attention to more one-to-one counseling interventions with learners having trouble with their course work or with external stressors. This may be bearing fruit with a much higher number of learners matriculating into the HSER 294 course than the previous year. If they continue this trend into the last capstone course next semester, we will have increased the number of graduates from the previous year by 64% for the Leeward campus program.

I hope that the more intrusive outreach that I have engaged in this past year has been a contributing factor that has resulted in assisted in across the board increases in persistence, retention, graduation, and transfer rates next year.

**Assessment progress for past year**

- Attach report of program and course assessments from Tk20 for the 2012-2013 academic year.
- This report will include completed assessments as well as analysis of results and future plans.
  
  Institutional data provided to the division indicates that the division was 33% updated in course assessments as recorded in Tk20. The division’s assessment representative recently completed updating division courses and reported that 46 out of 54 division courses, or 85% are now updated in TK20.
With a goal of eliminating gatekeeper courses, one discipline in the division made curricular changes and another staffing changes. The PSY discipline included a prerequisite for PSY 100 courses in an attempt to increase success rates. The prerequisite, instituted in fall 2013, requires students to have completed both ENG 21: Introduction to College Reading and ENG 22: Introduction to Composition with a grade of C or better. Course enrollments may have suffered as a result, as 22 sections of PSY 100 were offered in fall 2012 and spring 2013, decreasing to 18 and 17 sections respectively in fall 2013 and spring 2014. Five fewer sections of 35 students means 175 fewer students enrolling in the course. There has been no significant difference in success rates since the change, but it may be too early to determine if the change will be successful.

The SOC discipline increased its success rates by hiring a third full-time tenure track faculty member rather than continuing to schedule lecturers. Success rates have increased above 70% since the change. The division can support three full-time faculty members in sociology because they are also qualified to teach courses in other disciplines, such as Women’s Studies, Human Services, and courses in the Academic Subject Certificate in Community Food Security.

For HSER, program assessment occurs in the last capstone course HSER 295, where learners demonstrate the integration of all the accumulated knowledge and skills developed from the clinical courses taken in their first year of the program. It is within this course that the learners are required to demonstrate their knowledge of the 12 Core Functions, in which the substance abuse counselor operates.

**Description of current issues, problems, and opportunities**

- Describe issues, problems, and opportunities to which the division/unit/area intends to respond. Specifically discuss those related to strategic plans and campus/system-wide initiatives.
- This section can also include a discussion of modified or new goals to be addressed, based on analysis of ARPD.

The Psychology discipline did not renew the contract of its most recently hired instructor. Demand for courses in the division’s most popular discipline necessitates the hiring of a full-time, tenure-track instructor who can teach both psychology and family resources courses and both face-to-face and online. The hiring process should be completed in spring 2014.

At the request of John Morton and the Hawai‘i DOE, the Alternative Certification for CTE Licensure program was created. This program meets the critical need of increasing the number of qualified CTE teachers in middle and high school classrooms in the State. This SATEP (State Approved Teacher Education Program) is unique as it is the only alternative pathway to licensure in the State and it is a post bac. program offered at the community college level. As a SATEP, the program will undergo national accreditation by CAEP by CAEP (Council for the Accreditation of Educator Preparation) within the next 2 years.
Presently the Coordinator for the AAT and Alt. Cert. programs works in partnership with CTE directors, CTE department chairs and CTE resource teachers to place candidates in the middle/high school level classrooms state-wide for their Practicum experience, O&P 1st semester and Student Teaching 2nd semester. The Coordinator, acting as a recruiter, field placement coordinator, processor for license recommendations and the primary writer for the national accreditation self-study, has a task list which places an undo burden on one position. Typically at the University level, these tasks would be divided amongst at least two positions.

The AAT program has created a SPED/Inclusion Certificate program to meet the critical demand for trained para educators and in service teachers. Special Education (SPED) is identified by the DOE as a critical shortage area. Teacher retention is one of the key reform areas that won Hawai‘i a federal $75 million dollar Race to the Top grant, according to Alex Harris, Hawai‘i Department of Education. The Associate Press reported that as a result of this critical need, the $1500.00 bonus to work in “hard to staff” schools will increase to $3000.00 and new recruitment perks target teachers to fill special education vacancies by offering relocation reimbursement up to $6,000. In addition, para educators continue to be assigned to work with students who have the most challenging behavioral and learning challenges while engaging in roles they are untrained for. This certificate will allow AAT graduates to enter a specific career ladder in HIDOE at a higher wage step. Because the AAT program also serves as a pipeline for entry into the teaching profession through 4-year transfer options, the course provides preparation for future teachers to meet the new federal laws and mandates for working in inclusive classrooms.

The Leeward Community College Strategic Plan, the Achieving the Dream goals and the Leeward Student Success Initiative make improving success rates, particularly the graduation and transfer rates of Native Hawaiian student, high priorities. We believe that retention and persistence of AAT students will be of the utmost importance. The AAT student population has a high concentration of Native Hawaiians from economically depressed areas. They face obstacles to success in higher education. The support and guidance our students receive from the AAT instructors, AAT Coordinator, AAT Counselor and the peer mentors presently funded by the TAACCCT grant, have been critical for success. The successful completion rates remain strong at 72%. The safety nets with the Teaching Learning Connection (The TLC), the redesigned distance education courses and peer mentoring have been key factors in student success. The AAT team recognizes that as our student population grows, our target groups of Native Hawaiian/part Hawaiian/Filipino, non-traditional students and the accelerated 18-month AAT cohort students must receive more support to ensure they persist and complete the program.

For HSER, the impact of the WHA program (which ended in summer 2013) on the Leeward CCSAC numbers will be examined (with next year’s ARPD results), in terms of demand, efficiency, and effectiveness. Next year will be the first in the last five years that we do not have WHA learners in the cohort. It will become apparent how, or whether, the absence of WHA may impact the overall Health of the program.
Last year, there was a Cautionary health call in the area of Persistence; this year it is Healthy.

**Plans for next year to respond to current situation and meet goals from CRE**

- Describe how the division/unit/area intends to respond to the ARPD analysis and the issues, problems, and opportunities identified above.
- Specific actions need to be identified and described with target dates and person responsible for ensuring the action is completed.
- Each action needs to describe how the division/unit/area will know if the action(s) planned is/are effective.

**AAT: The Alternative Certification program is an opportunity to meet the critical shortage of CTE teachers in the State.** With the program growing rapidly, it is apparent that an additional position is necessary, one that will focus only on the CTE degree. **The Goal:** Hire a full-time CTE instructor/field supervisor for the Alternative Certification for CTE Licensure Program. The recommended qualification for this position is a background in CTE and teaching experience at the secondary or community college level.

The SPED/Inclusion certificate is an opportunity to meet the critical shortage of SPED teachers and para-educators. **The Goal:** The AAT program needs a permanent, full-time instructor dedicated to creating and teaching the specialized courses required for certification. These courses will be offered online to provide access for working students, students transferring to a dual certification program, for para-educators working in SPED/Inclusion classrooms, and for in-service teachers requiring professional development in this area. The SPED instructor will recruit, develop and advise students in the field.

To support the successful completion of the AAT degree program the following **Goal** has been established: Hire 4 Peer Mentors: The peer mentors work 20 hours per week tutoring and advising education majors in multiple subject areas to ensure the successful completion of courses. The assistance these mentors provide to the AAT Counselor, Coordinator, Clerk and Instructors is invaluable.

With the goal of Student Success, Hire a Student Support Specialist. This full time APT position will be responsible for overseeing student success (retention and persistence) initiatives for the AAT program. As the hub for the TLC (Teaching-Learning Connection), this specialist will work with the AAT faculty to implement and support programs such as the Peer Mentors, Future Teacher's Club, 18 month accelerated cohort and Service Learning. This focused, pro-active attention is critical to the success of the AAT students. Of the six program outcomes for the AAT, this position addresses the first four: 1) To increase recruitment (2,3), retention (4), and successful completion and transition to further education for all students. This component also directly supports and aligns with the UHCC 2008-2015 Strategic Plan objectives 1.2, 1.3, 2.2, 2.3, and Perkins 2010 1:1, 3P1 standards.
The HSER program had an overall Healthy rating. The individualized sessions instituted last year encouraged learners in the first year of the program to think about completing their AAs or transferring to obtain more education at a four-year campus, or to consider doing Masters level work if they already had a four-year degree. The program Coordinator will continue the individualized attention, hoping to affect the current improved persistence, retention, and completion with even more positive outcomes.

In future individualized sessions will also continue to focus on high-risk learners who might benefit the most from additional one-on-one attention, but might not be inclined to seek help. The Entry and Exit Surveys, and anonymous Satisfaction Exit Interviews will continue to be administered. The feedback will be evaluated and used to guide changes in the classroom or at the practicum site.
Request for Resource Allocations

Each prioritized planning list should be limited to the **top five requests** for your division, unit, or area. **Planning requests should be $5,000 or greater in amount.** Some divisions may want to keep a complete prioritized list of items for any amount to use for division fund requests.

- Operating Budget (includes Supplies, Student Help, Technology, Equipment/Furniture, Travel/Professional Development)
- Personnel (positions and release time)
- Repair and Maintenance

OVERALL DIVISION/UNIT/AREA PRIORITIES FOR OPERATING BUDGETS (This category includes Supplies, Student Help, Technology, Equipment/Furniture, and Travel/Professional Development)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Item or Action and improvement sought</th>
<th>College, Program, or Unit Goal</th>
<th>Data supporting request</th>
<th>New Funding Cost Estimate</th>
<th>If new funding not available: Possibilities for Extramural Funding or Reallocation</th>
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<tbody>
<tr>
<td>1.</td>
<td>Additional Funding for 3 Peer Mentors</td>
<td>SSC: Increase graduates and transfers by 25%</td>
<td>AAT Program has experienced high demand with a 9% increase in program majors in the past 3 years with a relatively flat number of degrees awarded and transfers recorded.</td>
<td>$18,000</td>
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<td>1.</td>
<td>BOR approved SPED Instructor (Faculty, 1.0 FTE)</td>
<td>AAT: To promote teaching as a means to address the critical shortage in Hawaii</td>
<td>According to the Hawaiʻi Department of Education 2010-2011 Employee Trend Report (the 2011-2012 report has not been released), approximately 1,042 new teachers will be needed in 2012, with 44% of those new hires being placed in the Leeward and Central District schools. A 16 credit Special Education (SPED)/Inclusion certificate has been developed to meet the needs of current AAT students planning to transfer to a dual certification program for SPED/Elementary Ed., paraprofessionals who desire/require more content instruction for SPED/Inclusion classrooms and in-service teachers who require professional development.</td>
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<td>2.</td>
<td>Student Support Specialist (APT, 1.0 FTE)</td>
<td>SSC: Increase number of graduates and transfers by 25%</td>
<td>AAT Program has experienced high demand with a 9% increase in program majors in the past 3 years with a relatively flat number of degrees awarded and transfers recorded.</td>
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<td>3.</td>
<td>BOR approved Alternative Certification Instructor (Faculty, 1.0 FTE)</td>
<td>AAT: To promote teaching as a means to address the</td>
<td>In November 2012, Leeward Community College was approved as a State Approved Teacher Education Program (SATEP) for an alternative</td>
<td>$50,004</td>
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**Critical Teacher Shortage in Hawaii**

The Alternative Certification for CTE Licensure program is an addition to the AAT program. As of fall 2013, 16 candidates are in the program with another 6 starting in spring 2014. As with the numbers of AAT majors, the numbers seeking alternative certification have exceeded expectations for the first year.

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### REPAIR and MAINTENANCE (R&M)

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