

**HAWAI‘I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT
ASSOCIATE OF ARTS IN HAWAIIAN STUDIES**

Date: November 15, 2015

**Review Period
July 1, 2014 to June 30, 2015**

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>

Program Description

Please provide a brief description of your Program. Include your Program Mission statement.

The Associate of Arts in Hawaiian Studies is a two-year baccalaureate direct transfer liberal arts degree consisting of 62 semester credits at the 100 and 200 levels. This degree is designed for students who are preparing to transfer to a four-year college or university and who have an interest in achieving a qualification that would be beneficial in the workforce or other areas of study where a foundational knowledge of the Native Hawaiian host culture can complement their worldview.

In the summer of 2012, the Board of Regents approved the Associate of Arts in Hawaiian Studies (AAHWST) as a provisional degree. The AAHWST degree is the first in the UH System that was planned and launched from all seven community colleges, and was designed to articulate General Education requirements to all baccalaureate degrees in the UH System. At Hawai'i CC, this program was the model for the re-designed Associate of Arts in Liberal Arts degree. This program serves Native Hawaiians and non-Native Hawaiians who are interested in developing a strong foundation in Native Hawaiian culture, language and knowledge. The program will be submitted to the Board of Regents in Spring 2016 for final review and approval for permanent status.

This degree program is in its growth stages. The first cohort of students were enrolled in 2013-14. The degree began by offering three tracks; AAHWST-Hula; Mahi'ai and Lawai'a. In 2014-15, however, it was determined by program faculty that the Mahi'ai and Lawai'a tracks would no longer be offered. In their place, a new track – Kapuahi Foundations* – will be offered as of Fall 2015. In addition, the I Ola Hāloa Hawai'i Lifestyles Program made major programmatic changes by eliminating the Associate of Applied Arts degrees in Hula, Mahi'ai and Lawai'a. While these changes are not the subject of this report, they will have a large impact on the growth and success of the AAHWST.

Unfortunately, these changes had an immediate affect on the program which is reflected by the small drop in the number of majors from 52 to 49. This effect is expected to be temporary, however, and the changes will prove to be an overall benefit to the program. The new program offerings, as of Fall 2015 are AAHWST – Hula and Kapuahi (KAPU).

* The Kapuahi Foundations track or KAPU allows the student to select 13 credits from 17 different course offerings to complete their degree. Two of the courses must be at the 200-level.

The mission of the Associate of Arts in Hawaiian Studies is to:

- Prepare students to pursue a baccalaureate degree in Hawaiian Studies and other disciplines by providing a foundation in Hawaiian knowledge
 - Integrate Hawaiian knowledge and values into curriculum.
 - Nurture a sense of place, define personal, community and global responsibilities and build connections between all who call Hawai'i home.
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Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

<http://www.hawaii.edu/offices/cc/arpd/>

Hawaii Community College 2015 Instructional Annual Report of Program Data Hawaiian Studies

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: HWST Program CIP: 05.0202

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	Number of Majors	25	52	49	Unhealthy
1a	Number of Majors Native Hawaiian	19	38	32	
1b	Fall Full-Time	53%	52%	39%	
1c	Fall Part-Time	47%	48%	61%	
1d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
1e	Spring Full-Time	43%	49%	43%	
1f	Spring Part-Time	57%	51%	57%	
1g	Spring Part-Time who are Full-Time in System	3%	4%	2%	
2	*Percent Change Majors from Prior Year	0%	100%	-5.7%	
3	SSH Program Majors in Program Classes	0	48	33	
4	SSH Non-Majors in Program Classes	0	147	213	
5	SSH in All Program Classes	0	195	246	
6	FTE Enrollment in Program Classes	0	7	8	
7	Total Number of Classes Taught	0	3	3	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
8	Average Class Size	0	21.7	27.3	Healthy
9	*Fill Rate	0%	76.4%	96.4%	
10	FTE BOR Appointed Faculty	2	3	2	
11	*Majors to FTE BOR Appointed Faculty	12.2	17.3	24.5	
12	Majors to Analytic FTE Faculty	0	156	147	
12a	Analytic FTE Faculty	0	0.3	0.3	
13	Overall Program Budget Allocation	Not Reported	\$50,389	Not Yet Reported	
13a	General Funded Budget Allocation	Not Reported	\$23,700	Not Yet Reported	
13b	Special/Federal Budget Allocation	Not Reported	\$23,682	Not Yet Reported	
13c	Tuition and Fees	Not Reported	\$3,007	Not Yet Reported	
14	Cost per SSH	Not Reported	\$258	Not Yet Reported	
15	Number of Low-Enrolled (<10) Classes	0	0	0	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
16	Successful Completion (Equivalent C or Higher)	0%	68%	63%	Cautionary
17	Withdrawals (Grade = W)	0	2	2	
18	*Persistence (Fall to Spring)	63.1%	70%	68.5%	
18a	Persistence Fall to Fall	31.5%	34%	41.6%	
19	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	1	3	9	
19a	Associate Degrees Awarded	1	3	9	
19b	Academic Subject Certificates Awarded	0	0	0	
19c	Goal	N/A	N/A	1	
19d	*Difference Between Unduplicated Awarded and Goal	0%	N/A	800%	
20	Transfers to UH 4-yr	0	0	1	
20a	Transfers with degree from program	0	0	0	
20b	Transfers without degree from program	0	0	1	
20c	Increase by 3% Annual Transfers to UH 4-yr Goal	N/A	N/A	N/A	
20d	*Difference Between Transfers and Goal	N/A	N/A	N/A	

Distance Education: Completely On-line Classes		Program Year			
		12-13	13-14	14-15	
21	Number of Distance Education Classes Taught	0	2	3	
22	Enrollments Distance Education Classes	N/A	55	82	
23	Fill Rate	N/A	100%	96%	
24	Successful Completion (Equivalent C or Higher)	N/A	65%	63%	
25	Withdrawals (Grade = W)	N/A	2	2	
26	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	63%	55%	

Performance Funding		Program Year			
		12-13	13-14	14-15	
27	Number of Degrees and Certificates	1	3	9	
28	Number of Degrees and Certificates Native Hawaiian	0	1	8	
29	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
30	Number of Pell Recipients	19	35	18	
31	Number of Transfers to UH 4-yr	0	0	1	

*Data element used in health call calculation

Last Updated: October 7, 2015

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

The most recent Annual Report of Program Data (ARPD) for the Hawaiian Studies program does not give the best indication of its impact and success for the campus. The following, however, will best explain the indicators in the report and the resulting Health Call.

Demand Health Call: Unhealthy

The number of majors has slipped from 52 to 49 in the last year. This is mainly due to the loss of the Mahi'ai and Lawai'a tracks which, along with Hula, were part of the initial offering of the AAHWST. The Hula track remains somewhat healthy with the majority of students enrolling in those classes. This is the probable cause of the 5.7% drop in the overall number of majors for the program from the previous year. This year, which is the final year that the program will be offered, the Associate in Applied Science in Hawaiian Lifestyles with

emphasis on Hula remains viable. In the future, however, students interested in studying Hula will be enrolled in the AAHWST program with an emphasis in Hula. In addition, the new Kapuahi Foundations track is expected to attract more students who may not be interested in enrolling in Hula classes and who may now select from a number of Hawaiian culture and foundational knowledge classes for their degree.

65% or 32 of the 49 students enrolled in the program are Native Hawaiian. Overall enrollment of Native Hawaiians in the college is 42%, so this program attracts a high percentage of Native Hawaiians.

In major part, because the bulk of courses that are comprised within the program are still attributed towards the Hawaiian Life Styles degree, only one course (Hwst 107 – Hawai'i: Center of the Pacific) is credited toward the AAHWST ARPD. This results in low SSH numbers and a total number of classes taught (3). This will be rectified next year when all the HWST offerings will be shifted to the AAHWST program.

Efficiency Health Call – Healthy

Although this category is considered healthy, the Efficiency Indicators do not reflect an accurate assessment of the AAHWST program. As indicated earlier, the bulk of offerings in Hawaiian Studies are attributed toward the AAS Hawaiian Lifestyles program which is another degree program. Therefore, the AY 14-15 Table only reflects the 3 classes taught for HWST 107, Hawai'i: Center of the Pacific, which is the only class that is unique to this degree program.

Effectiveness Indicators – Cautionary

As with the Efficiency Health Call, the data reflected in this category are not a true or complete reflection of the activity of the AAHWST during the 2014-2015 year. These data should be more accurate next year when the AAS degree is eliminated and all the program data is compiled for the AAHWST Degree program.

Distance Education: Completely On-Line Classes

The three Hwst 107 Hawai'i: Center of the Pacific Classes that were taught during the 2014-15 year were on-line via internet. While not rated, this provides limited data for the ARPD report. The successful completion and persistence rates for these classes were 63% and 55%, lower than the 70% goal. Further discussion is included in the Assessment Section of this report.

Performance Funding

While still in its infancy, the data show that this degree has great potential to contribute toward the performance funding goal of graduating Native Hawaiians. This is not a STEM degree. It is, however, a transferable degree and should have a larger impact on the number of students, including Native Hawaiians who transfer to a UH 4-year institution. These data do not, however, demonstrate if any of the graduates transferred to a non-UH 4-year institution.

Part III. Action Plan

Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.

DELETION OF AAS IN HAWAI'I LIFESTYLES DEGREE

The program will be greatly enhanced by the elimination of the AAS in Hawai'i Lifestyles Degree and the transfer of those students into the AAHWST. The confusion that was created for the students by the elimination of the AAHWST Mahi'ai and AAHWST Lawai'a programs should be remedied by the creation of the AAHWST KAPU track which began in Fall 2015. The AAHWST Hula program remains stable and without modification. The AAHWST KAPU track allows any student who desires to complete a Hawaiian Studies degree but who does not want to participate in the Hula program an opportunity to select 17 credits from a variety of Hawaiian Language and Hawaiian Studies courses. This option also allows the student to select courses that may positively impact their selection of a major at the 4-year institution.

As indicated earlier, in the next year ARPD, all the HWST and HAW (Hawaiian Language) courses will be attributed toward the AAHWST Program which will give a much more clear picture of the impact of the degree program.

NEW MARKETING AND OUTREACH PROGRAM

In addition, a new marketing and outreach program is being initiated for the AAHWST degree that will inform students and high school counselors of the new degree program and its ability to meet General Education requirements for any Arts and Science or College of Hawaiian Language program at the University of Hawai'i 4-year campus level. This effort is designed to increase the number of majors that enroll in the program in Fall 2016 and will boost Demand.

REVISE ASSESSMENT PRACTICES AND PROCEDURES

An earnest effort to improve assessment practices in order to positively affect the student learning outcomes has begun. The effort, with assistance from the campus' new Assessment Coordinator will also have a positive impact on Effectiveness Indicators and improve Successful Completion and Persistence. It is anticipated that the overall effectiveness will mirror the Hawaiian Lifestyles program report of 82% or higher.

INSTITUTIONIZE NATIVE HAWAIIAN COUNSELOR POSITION

One component of the AAHWST Program, and embedded in the previous AAS Hawai'i Lifestyles program is the function of the Native Hawaiian program counselor. This position has been in existence for the last seven years and has played an important and necessary role in supporting course completion and persistence for the students enrolled in the I Ola Hāloa programs. To date, this position has been funded through the Title III U.S. DOE Native Hawaiian Serving Institutions Grants. The current grant will end on September 30, 2016. In order

to provide the same level of service to AAHWST Majors and to assist in increasing enrollment, course completion, persistence and graduation rates for the program which has a high rate of Native Hawaiian enrollment, this position must be institutionalized. This position will also play a key role in supplying the critical wrap-around services that will be required in the new accelerated developmental education initiative that is intended to increase the rate of success for students, a high percentage of which are Native Hawaiian.

IMPROVE HEALTH AND SAFETY OF CLASSROOMS – BLDG 381-17, 38-103

Lastly, persistence and course completion can be supported by the request for basic and safe equipment for classrooms. Research shows a direct impact of inadequate school facilities on student learning (www2.ed.gov/offices/OESE/archives/inits/construction/impact2.html). There is a need to improve the conditions of the two classrooms on the Manono Campus which are dedicated to the AAHWST programs. These classrooms include Bldg 381-17, Ho‘olulu Lehua and Bldg 388-103. These classrooms do not have an adequate number of chairs for the maximum number of students who are enrolled in the classes. The chairs that are currently being used are a collection of old, used and mismatched chairs donated from other programs or that have been collected over the last decade. The chairs in Bldg 381-17 include 10 chairs that are borrowed from another program. In addition, the projector in Bldg 388-103 is not working properly and needs replacement. These classroom improvements, while not significantly costly, will improve the classroom environment and support student success. In addition, the working tools, such as the new projector screen will assist the instructors who utilize the room to provide more efficient options for course and content delivery. These improvements will improve the general learning environment in the classrooms and are expected to positively impact student learning and teacher morale. In addition, the replacement of chairs has become a health and safety issue. Some of the chairs (at least 10) have wheels with 3 legs. It is our understanding that chairs with wheels should have 4 or 5 legs in order to be used safely. Several chairs that were borrowed from another program were broken over the last year. Students sometimes borrow chairs that are placed outside other program classrooms as study spaces, because of the lack of chairs in the classroom. It is recommended that chairs without wheels be purchased for the classroom.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai‘i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative’s Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

Request #1: \$4,222.51 - The estimated cost for chairs is \$3,900 (60 chairs x \$65 ea. Cost includes shipping). The chairs will replace existing chairs in Bldg 381-17 and Bldg 388-103. The estimated cost for the projector screen for Bldg 388-103 is \$322.51 to replace the existing broken projector.

This request is supported by the Hawai'i CC Strategic Directions 2015-2021, 21st Century Facilities (21CF) – Modern Teaching and Learning Environments, Goal: Eliminate the university's deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable and supportive of modern practices in teaching, learning and research: 21CF Action Strategy 1: Adopt model policies and practices for development and management of UH buildings and campuses. Tactics: Support and work with UH System to advocate for Hawai'i CC and Hawai'i CC Pālanui facilities needs.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.

N/A

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

N/A

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s).

B) Expected Level of Achievement

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., “85% of students will achieve Excellent or Good ratings in the assessed activity” or “90% of students will score Meets or Exceeds Standards on the assessment rubric”).

Seven required Hawaiian Studies courses for the AAHWST degree were assessed in Spring 2015. They include:

- HAW 102: Elementary Hawaiian Language II,
- HWST 100, Piko Hawai‘i,
- HWST 103: Hawai‘i Art Culture,
- HWST 104: Hawai‘i Myth Culture,
- HWST 107: Hawai‘i: Center of the Pacific,
- HWST 131: Hula II: ‘Olapa, and
- HWST 231: Hula IV: Hu‘elepo

The rubric template that was utilized to assess all courses was received from the Humanities Department. It included a five part scale of percentages ranging from

- 0-59%, Lacking Ability,
- 60-69%, Unacceptable, 7
- 0-79%, Developing,
- 80-89%, Acceptable,
- 90-100%, Proficient.

All CLOs for each course were measured against this scale. Some of the CLOs were further divided into sub-CLOs on the rubrics.

The goal was to have 20% percent of the students’ submitted work achieve within the 80-100% range (Acceptable and Proficient).

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.

Assessed Course Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
<u>HAW 102</u> <u>Elementary Hawai'i Language II</u>	Sp15	CLO 1: Communicate in Hawaiian at a novice high-level.
<u>HAW 102</u> <u>Elementary Hawai'i Language II</u>	Sp15	CLO 2: Produce and interpret Hawaiian at a novice high-level.
<u>HAW 102</u> <u>Elementary Hawai'i Language II</u>	Sp15	CLO 3: Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications.
<u>HAW 102</u> <u>Elementary Hawai'i Language II</u>	Sp15	CLO 4: Recognize the relationship between the practices and perspectives of Hawaiian culture.
<u>HWST 100</u> <u>Piko Hawai'i</u>	Sp15	CLO 1: Identify significant wahi pana (celebrated places) of Hawai'i Island.
<u>HWST 100</u> <u>Piko Hawai'i</u>	Sp15	CLO 2: Relate to wahi pana.
<u>HWST 103</u> <u>Hawai'i Art Culture</u>	Sp15	CLO 1: Demonstrate proficiency in select aspects of Hawai'i art culture. a) Communicate an understanding of the history, mythological framework, and process of kapa making. b) Demonstrate the process of kapa making.
<u>HWST 104</u> <u>Hawai'i Myth Culture</u>	Sp15	CLO 1: Identify and utilize written and oral source of Hawaiian mo'olelo
<u>HWST 104</u> <u>Hawai'i Myth Culture</u>	Sp15	CLO 2: Describe akua (deities), kupua (deities), 'aumākua (ancestral family deities), and kānaka (humans) and their various forms from Hawaiian mo'olelo.
<u>HWST 104</u> <u>Hawai'i Myth Culture</u>	Sp15	CLO 3: Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions.

<u>HWST 104</u>	<u>Hawai'i Myth Culture</u>	Sp15	CLO 4: Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo.
<u>HWST 107</u>	<u>Hawai'i: Center of the Pacific</u>	Sp15	CLO 1: Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania.
<u>HWST 107</u>	<u>Hawai'i: Center of the Pacific</u>	Sp15	CLO 1: Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania.
<u>HWST 107</u>	<u>Hawai'i: Center of the Pacific</u>	Sp15	CLO 3: Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawai'i, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty.
<u>HWST 131</u>	<u>Hula II: 'Olapa</u>	Sp15	CLO 1: Communicate an understanding of the history of hula and trends of evolution
<u>HWST 131</u>	<u>Hula II: 'Olapa</u>	Sp15	CLO 2: Participate in the demonstration of hula for community wellbeing
<u>HWST 131</u>	<u>Hula II: 'Olapa</u>	Sp15	CLO 3: Analyze the role hula has in personal and community leadership
<u>HWST 231</u>	<u>Hula IV: Hu'elepo</u>	Sp15	CLO 1: Communicate an understanding of hula as a sacred process for personal and community leadership
<u>HWST 231</u>	<u>Hula IV: Hu'elepo</u>	Sp15	CLO 2: Participate in the demonstration of hula for community wellbeing
<u>HWST 231</u>	<u>Hula IV: Hu'elepo</u>	Sp15	CLO 3: Analyze through reflection the role hula has in personal and community leadership
"Closing the Loop" Assessments Alpha, No., & Title		Semester assessed	PLO-aligned CLOs that were assessed
Assessments had not been conducted by the department in a few years, which accounts for the large number of courses assessed during the Spring 2015 semester in order to provide a baseline to compare to in future assessment. No follow-up "Closing the Loop" assessments were implemented in AY 2014-15.			

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artefacts were selected, and how the artifacts were analyzed.

Preface: While the AAHWST is a relatively new degree program, all of the courses that are required for the degree have been taught in the I Ola Hāloa Hawaiian Lifestyles Program for a number of years. The courses listed in this Assessment report are specifically required in the AAHWST program and except for HWST 107, were also required for the AAS Hawaiian Lifestyles program and the Academic Subject Certificate.

HAW 102 Elementary Hawai'i Language II

Assignment: Students will investigate Hawaiian poetry in the form of riddles (nane) as an introduction to Hawaiian observational skills and metaphor in language. Riddles are to be voiced in class as a formal presentation. The class, in turn, is expected to comprehend the riddle as spoken and speculate it's answer.

14 artifacts were submitted; 3 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 100 Piko Hawai'i

Assignment: Students will stamp a design, using carved bamboo or parts of native plants, that reflects their understanding of personally relevant wahi pana, and apply it to a kīhei (ceremonial garb). Students will explain via written reflection (1-2 pages, typed) the personal significance of their selected wahi pana.

63 artifacts from 4 course sections were submitted; 12 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 103 Hawai'i Art Culture

Assignment: Pre and Post Test addressing the following questions: What do you know of kapa? What do you know of the protocols related to kapa?

9 artifacts were submitted; 2 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 104 Hawai'i Myth Culture

Assignment: Students will type a written response paper, 2 pages in length, that focuses on the "4 H's" (four phases of the Hero's Journey), and how they relate their selected mo'olelo to their own narrative of personal transformation.

27 artifacts from 2 course sections were submitted; 6 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 107 Hawai'i: Center of the Pacific

Assignment: Students will type a written research paper, 2-4 pages in length that focuses on comparing cultural similarities between Native Hawaiians and other peoples of the Pacific. Students are expected to explain insights about their personal connection to the subject.

16 artifacts were submitted; 3 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 131 Hula II: 'Olapa

Assignment: Midterm 3-page (double-space) reflection paper demonstrating an understanding of history of hula, the personal and community benefits of public performance of hula, and the power of hula as an instrument for public action. This paper is based on content and not on grammar.

14 artifacts were submitted; 3 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 231 Hula IV: Hu'elepo

Assignment: A comprehensive portfolio demonstrative of comprehensive learning

31 artifacts were submitted; 6 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to evaluate the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

E) Results of Program Assessment

HAW 102 Elementary Hawai'i Language II

Based on the averaged scores, two of the three artifacts did not meet expectations.

Because the rubric also allowed evaluation by CLO, CLO scores per artifact were averaged and overall CLO scores were calculated.

The following CLOs fell within the expected range of 80-100%:

- CLO 1: Communicate in Hawaiian at a novice high-level, with a score of 84.66

The scores for the following CLOs did not fall within the expected range of 80-100%:

- CLO 2: Produce and interpret Hawaiian at a novice high-level, with a score of 73.22
- CLO 3: Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications, with a score of 63.73
- CLO 4: Recognize the relationship between the practices and perspectives of Hawaiian culture, with a score of 56.66

HWST 100 Piko Hawai'i

Based on the averaged scores, five of the twelve artifacts assessed met expectations. Seven out of the twelve artifacts did not meet expectations.

Based on the CLO scores averaged, none of the CLOs fell within the expected range of 80-100%:

- CLO 1: Identify significant wahi pana (celebrated places) of Hawai'i Island, with a score of 76.64
- CLO 2: Relate to wahi pana, with a score of 76.22

HWST 103 Hawai'i Art Culture

Based on the averaged scores, both artifacts assessed met expectations.

Based on the CLO scores averaged, the CLO fell within the expected range of 80-100%:

- CLO 1: Demonstrate proficiency in select aspects of Hawai'i art culture, with a score of 87.84

HWST 104 Hawai'i Myth Culture

Based on the averaged scores, all six artifacts met expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- CLO 1: Identify and utilize written and oral source of Hawaiian mo'olelo, with a score of 89.22
- CLO 2: Describe akua (deities), kupua (deities), 'aumākua (ancestral family deities), and kānaka (humans) and their various forms from Hawaiian mo'olelo, with a score of 93.44
- CLO 3: Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions, with a score of 96.39
- CLO 4: Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo, with a score of 95.83

HWST 107 Hawai'i: Center of the Pacific

Based on the averaged scores, two of the three artifacts met expectations. One of the three artifacts did not meet expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- CLO 1: Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania, with a score of 82.89
- CLO 2: Show knowledge of similarities between Native Hawaiians and other Oceanic peoples' cultures, languages, religions, arts and natural resources, with a score of 84.11
- CLO 3: Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawai'i, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty, with a score of 83

HWST 131 Hula II: 'Olapa

Based on the averaged scores, three of the five artifacts met expectations. Two of the five artifacts did not meet expectations.

Based on the CLO scores averaged, the following CLOs fell within the expected range of 80-100%:

- CLO 2: Participate in the demonstration of hula for community wellbeing, with a score of 82.13

The scores for the following CLOs did not fall within the expected range of 80-100%:

- CLO 1: Communicate an understanding of the history of hula and trends of evolution, with a score 76.03
- CLO 3: Analyze the role hula has in personal and community leadership, with a score of 77.17

Based on the averaged scores, all of the artifacts met expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- CLO 1: Communicate an understanding of hula as a sacred process for personal and community leadership, with a score of 93.25
- CLO 2: Participate in the demonstration of hula for community wellbeing, with a score of 90.33
- CLO 3: Analyze through reflection the role hula has in personal and community leadership, with a score of 90.41

Out of the ten courses assessed in the Spring 15 semester, four of the courses met expectations, scoring within the Acceptable and Proficient range. The six courses that did not fall within the expected range are not considered failures. There were many points brought up in the discussions between assessment teams that suggested ways of strengthening the assessment process for the future, how to better design the rubrics, how to better align the rubrics with the artifacts and the CLOs, how it would be easier to focus on one or two CLOs rather than all of them, etc. The entire assessment process has allowed our program to reflect on our current CLOs and how we could strengthen them to make them more succinct, measurable, and appropriate for future implementation in our courses and for assessment.

The assessments conducted by our Program demonstrated the students achievements of our Program Learning Outcomes, of Kāhoeuli, making and articulating personal connections with communities and/or environments, of Kā'iewe, expressing a sense of place in a Hawaiian Cultural context, of Kā'imo'ō, applying the Hawaiian value of sustainability to Hawai'i's cultural and/or natural resources, and/or of Kā'ikoi, communicating in Hawaiian language. The assignments required the students to interact with and connect to their surrounding environments and communities through a Hawaiian Culture lens and to use this lens in their own interpretations of their environments and place in this world. Based on Hawaiian cultural values, the students were able to demonstrate the intimate connections of the water cycle and our islands resources in the sustainable practices of Hawaiian farming and fishing traditions. The assignments also required the students to engage with, and/or communicate in Hawaiian language. We feel that achievement of our Program Learning Outcomes are amply demonstrated through these assessment results.

The results also demonstrate our commitment to honestly evaluate our efforts and effectiveness in order to better support the College's Mission of "E 'Imi Pono," seeking to better ourselves and grow in our facilitation of student learning of our Hawai'i Island culture.

Though the results may have been below what was expected, that the assessment of 10 courses was completed, with insight on how to better our Program, CLOs, and the assessment process for future assessment, we consider it a success.

F) Other Comments

Based on the feedback from the assessment teams, there were some challenges with how the assessment was of every CLO listed for each course, and that the assessment artifact did not necessarily align with all of the

CLOs. There were also challenges with CLOs that were not clear or measurable, or read like course topics. Other comments made questioned the efficiency and design of the assessment rubrics.

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

Based on the Program's overall assessment results, the intended next steps are to reevaluate and restructure the CLOs to make them more succinct, measurable, and appropriate. In Spring 2015, all of the CLOs for every course were assessed. In the future, the assessment would focus on a specific CLO, more easily addressed with a single assessment artifact. The rubric will also be revised and simplified, utilizing a scale of 1 to 4, eliminating a neutral ground. The courses assessed in Spring 2015 will be reevaluated and reassessed in Spring 2016.

Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds	= \$23,700
Federal Funds	= \$50,389
Other Funds	= \$23,682
Tuition and Fees	= \$258

While these values are reported on the 2015 ARPD for the AAHWST Program, they do not accurately reflect the cost of the program. This should be corrected in the next Annual report.

Part VIII. External Data If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____

[If your program does not utilize external licensures, skip Part IX.]