HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Accounting

Date _____ March 15, 2017 _____

Review Period
July 1, 2015 to June 30, 2016

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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 and Institutional 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/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	The accounting program prepares students for entry-level positions. Learning centers on the accounting equation and the accounting cycle, recording financial transactions, and preparing financial statements.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	The accounting program is committed to its motto, "where students learn to meet employer expectations." Workforce Development is the major objective of the program. Secondary objectives include training and providing new opportunities for non-accounting majors, advancement skills training for people in industry and government already employed in the field, and opportunities to increase individual employment potential, personal enrichment, lifelong learning, and effective citizenship through general education.

The curriculum is designed with student learning outcomes foremost. It provides a well-rounded education that prepares students for the world of work and to be contributing members of our society. The use of technology in the Accounting curriculum is extensive. An accounting major learns to use Microsoft Office as well as accounting, tax, and payroll software. In addition, the student will have taken at least one course offered online.

Students may earn an Associate in Applied Science (AAS) degree and/or a Certificate of Achievement (CA). The program also provides prerequisite training for persons wishing to transfer to the business or accounting program at the University of Hawaii at Hilo, University of Hawaii-West Oahu or to other two-year and four-year programs college programs. |

Comprehensive Review information: <mark>Required for ARPD Web Submission</mark>

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2014
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_acc_comprehensive_program_review.pdf
Provide a short summary regarding the last Comprehensive Review for	The program's last Comprehensive Review was 2014.

| this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review. | The Comprehensive Review reported on the need to increase the number of students who complete the program and persistence of students from fall to spring. Research shows that students who feel connected to their college community are more likely to be successful. Accounting tutors had been hired in Hilo to assist in this area. However, funds for hiring accounting tutors ended fall 2016 with the ending of the Hawaiian Studies Title III grant.

The accounting program's overall health was deemed healthy two out of the last three years. It 2012 and 2014 it was rated healthy. In 2013 with efficiency health moving to cautionary, overall health also became cautionary. Efficiency health returned to healthy in 2014, returning overall health to healthy .
With the loss of one of the three BOR approved accounting faculty in fall 2014, one of the most crucial need of the program was to hire a replacement. It would be most advantageous if the new faculty would have previous teaching experience, be well trained in how to keep abreast of the latest techniques and practices in education as well as technologies in the field of accounting, and how the program can better support the college's mission as it moves further into the 21st century. |

QUANTITATIVE INDICATORS

ARPD Data
<mark>**Please attach a copy of the program's ARPD data tables and submit with the Program Review document.**</mark>
   a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
      OR
   b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE PROGRAM's DATA

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:

Demand	Demand for the period 2015-16 was deemed unhealthy. New and replacement positions dropped by 40%. Almost all demand indicators dropped from the previous year. One indicator that did not drop was the SSH non-Majors in Program Classes. It actually increased from 651 SSH to 771 SSH, an 18% increase. The program responded to the drop by lowering the number of classes taught but even with this maneuver, experienced a slight drop in the FTE Enrollment in Program Classes.
	The program has no control over the number of positions available but it does have some control over the number of majors. The number of majors dropped by 33%, going from 70 to 47. Of the 23 majors lost, 15 received their degree. The program needs help in finding out what happened to the majors that did not return and whether or not any new accounting majors registered in 2015-2016.
	The program sees that enrollment is dropping but has no knowledge as to why this is happening or even worse, what to do about it.
Efficiency	Efficiency for the current reporting period was cautionary. Average class size increased slightly while the fill rate increased by 2.4 percentage points going from 51.8% to 54.2%. The number of low enrolled classes stayed the same. The number of FTE BOR Appointed Faculty dropped from 3 to 2. *Majors to FTE BOR Appointed Faculty* increased slightly. These are all positive factors.
	The only efficiency indicator that dropped was *Majors to Analytic FTE Faculty*. As discussed under demand the number of majors dropped significantly going from 70 to 47, which helps explain the drop in *Majors to Analytic FTE Faculty*.
	Analytic faculty is shown at 3.2 based on 29 classes being taught. The total classes taught with the ACC and ENT alphas for fall 2015 was 12 and Spring 2016 was 11, for a total of 23 classes. Using 23 classes, analytic faculty would be 2.5 resulting in *Majors to Analytic FTE Faculty* of 18.8. Perhaps another alpha is being included.
Effectiveness	Effectiveness for the period ending spring 2016 received a cautionary rating. The percentage of students successfully completing courses increased slightly as did the unduplicated degrees/certificates awarded. Persistence dropped considerably from fall to spring and dropped slightly fall to fall. Transfers dropped by 1. The one positive outcome was the number of certificates of achievement awarded going from 3 the previous period to 13 in the current period.
	The program realizes the drop in persistence needs to be explored to find out why students stopped coming. Without researching this, there is no way to know for sure why students did not persist.

Overall Health	The overall health call for the 2015-2016 program year was cautionary. The most obvious reason for this is the significant drop in new and replacement positions and the significant drop in majors.
Distance Education	Enrollments, fill rates, and persistence all increased. The number of classes dropped by one class but in spite of this, total enrollment increased. Persistence for fall to spring was 71% compared to 58.8% reported in the effectiveness indicators. It would be a tremendous help if the program had the names of students and courses used to accumulate the data. This would provide a starting point for researching the cause of changes in the data.
Perkins Core Indicators (if applicable)	The program met *Perkins IV Core Indicator 1P1 Technical Skills Attainment* with an actual indicator of 94.44 compared to the goal of 91. The program did not mean the other core indicators.
Performance Funding Indicators (if applicable)	The *Number of Degrees and Certificates* increased from 18 to 28, which is a very favorable increase of 56%. The *Number of Degrees and Certificates Native Hawaiian* stayed the same. The number of Pell Recipients dropped from 49 to 27, a 45% decrease. A portion of the decrease can be attributed to the 33% drop in program majors but other factors causing the decrease are unknown. The *Number of Transfers to UH 4-yr* programs dropped 1 student, going from 6 to 5.
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	The reduced number of majors corresponds to the reduced number of New & Replacement Positions for both the state and county, but is more likely a coincidence than cause and effect. On the west side of the island, the majority of students interested in accounting or business opt for the AA Liberal Arts degree since their plan is to get a four-year degree. Average class size is positively affected by the offering of ACC 201 and ACC 202 as online classes. These attract UH Hilo as well as Hawaii CC students resulting in enrollments that are greater than most other accounting classes. ACC 124 is usually low enrolled but it needs to be offered since it is a program requirement. The average class size that results from these two extremes averages 15, which is in line with the average size reported by the efficiency indicators.
Discuss other strengths and challenges of the	The biggest challenge in understanding the data is not having the detail behind the numbers. It would seem that student IDs could be generated as a supplemental report to the data showing the source of the numbers. For example, data reports 40

| program that are relevant to understanding the program's data. | withdrawals but the program does not know the students or classes involved, nor does it have the knowledge or right to access such data. The program that determines there were 40 withdrawals could easily spit out the UH ID number of the 40 students withdrawing, allowing the program to follow up.

Definitely the program has been affected by having one full time faculty, who was also academic senate chair overseeing the program for the last several years. With the faculty member's decision to retire spring 2016, there was no follow through on assessment plans and no strategies put in place for recruitment or retention of students, other than what is normally done. The program needs to take a hard look at its future and determine what direction it should take. There is definitely a need for accounting skills in the workplace even if the number of new and replacement positions does not suggest it is a strong need. Every business, profit or non-profit benefits from someone skilled in accounting. The program needs to find a way to use this fact to its advantage. |
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Analyze the program's IRO data for the year under review. Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	As far as current faculty know, the program has not requested information from the Institutional Research Office.
Discuss changes made as a result of the IRO data.	Not applicable since no data was requested or received.

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	ACC 193V or BUSN 193V Cooperative Education were added as possible business electives. The option of ACC 193B or ACC 193V was eliminated and ACC 193B became a requirement.
New certificates/degrees	None

Personnel and position additions and/or losses.	1. Fall 2015, the program had three FTE positions. One of the three FTE accounting faculty retired Dec 2014. The open position remained unfilled in 2015 and spring 2016. The position was filled for fall 2016.
	2. Spring 2016, one faculty was reassigned to administration for the spring semester. This left the program operating with one FTE faculty, since the third position was vacant.
	3. Another retirement occurred at the conclusion of the spring 2016 semester. The FTE position was taken by Administration to be used for another program, leaving the program with two FTE faculty positions going forward.
	4. As of Jun 30, 2016, both of the FTE accounting positions were filled.
Other major/meaningful activities, including responses to previous CERC feedback.	CERC recommended that its feedback be shared with all members of the program. This has been done. CERC also stated its support of marketing the program to a larger audience to generate more interest. The program has not yet developed a plan to do this but still sees the need for it to happen.

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated* OR *the program successfully integrated new strategies/technologies*.)	
Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened? Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	The retirement of two of the three board approved faculty left one faculty who, due to administrative appointments, had not been actively involved in program curriculum changes and one brand new faculty who started just in time for the fall 2016 semester. Consequently, faculty have had to become familiar with curriculum changes and previous assessments in order to complete this program review, which is why it has been submitted late. The offering of ACC 201 and ACC 202 as online classes has positively impacted average fill rates and class size. The two classes attract both Hawaii CC and UH Hilo students, averaging 19 students for the 2015-2016 academic year. This compares favorably to the average class size of 14 reported as an *Efficiency Indicator.* With the retirement of two of three permanent faculty,

only ACC 202 has been offered online. This may negatively affect fill rates going forward.

The offering of a distance learning degree needs to be seriously considered. This should positively affect enrollment but at the same time could result in students who want traditionally taught classes to move to another program.

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	The program has lost two accomplished faculty members, one as of Dec 2014 and the other May 2016. A new faculty was hired effective fall 2016.
	The number of accounting majors has decreased. The number of new and replacement positions has decreased. The program has lost funding that paid for tutors, who were seen to have a positive impact on retention.
	The Palamanui campus consistently requests that face-to-face accounting classes be offered on campus but enrollment has not been sufficient to warrant a class.
	The program in the past had faculty assigned to teach an online section and a face-to-face section as one class when enrollment in both sections was low. This is not a sustainable practice and is being discontinued.
Discuss changes and actions taken to address those challenges, and any results of those actions.	With faculty having four to five different preps per semester they have not had time to address specific challenges, and instead seek to maintain an attitude of continuous improvement.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Faculty needs help matching students with the numbers being reported on the Instructional Annual Report of Program Data (ARPD). Until students can be identified, the program has no way of determining how or way students are not continuing or are changing their majors.
	Data is a key element but when it is only numbers it is only report the effect; the accounting program needs help identifying the cause.

PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.	
Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	The action plan for academic year 2015-16 that was developed in academic year 2014-15 follows: 1. Continue conversations about developing a mechanism for tracking students to determine why students are not completing/transferring or why they are not continuing. Use this information to develop intervention strategies. Our goal is to retain and graduate/transfer accounting students. 2. Continue to pursue hiring a new faculty member in the program to be on board and teaching in the fall 2016 term. 3. Begin investigating whether we can develop and offer an A.S. degree modeled along the lines of offerings at Kapiʻolani CC and Leeward CC. Implementation of the plan: 1. The conversation about a mechanism for tracking students is ongoing. As evidenced in this program review, the program needs help connecting data numbers with student names. 2. The program successfully hired a new faculty member starting fall 2016. She successfully made it through fall 2016, teaching 5 different classes and reported back for spring 2017 to teach some additional new classes. 3. The program is seriously considering changes to the degree but has not yet submitted curriculum changes.
Discuss the results of the action plan and the program's success in achieving its goals.	The program accomplished one of its three goals and continues to work on the other two.

| Discuss any challenges the program had in implementing that action plan or achieving its goals. | The program's biggest challenge is identifying why enrollment is dropping and what to do about it.

A second challenge is to revise the program so it will be more appealing for students planning on transferring to a four year program but still offer the breadth of knowledge that it has been recognized for. |
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- Did the program review its website during AY15-16? Please check the box below that applies.

☐   Reviewed website, no changes needed.

☐   Reviewed website and submitted change request to webmaster on _____(date)_____.

☒   Reviewed website and will submit change request to webmaster.

> *Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at*
> http://hawaii.hawaii.edu/web-developer

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: Complete assessments for AY 2016-17	**Benchmarks/Timelines:** Fall 2016-Spring 2017
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

With the retirement of one of two faculty spring 2016 and the absence of the second of two faculty during spring 2016, the program needs to take stock of what has been done and what still needs to be done.

Faculty is committed to student learning outcome assessment and is attempting to make ongoing assessment a priority. | |

Action Goal 2:	Benchmarks/Timelines:
Write assessment plans for AY 2017 - 2018.	Summer 2017

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?
Assessment is a way to improve teaching and improved teaching should result in improved student learning, which hopefully will improve participation, retention, and graduation.

Action Goal 3:	Benchmarks/Timelines:
Review accounting program curriculum.	AY 2017-2018

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?
Insuring curriculum is up-to-date, articulated, and not redundant will increase student and faculty interest which in turn should improve student participation and completion.

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

NONE

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

LEARNING OUTCOMES ASSESSMENT
For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)
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). **Please attach copy of industry validation for the year under review and submit with the document.**

Courses Assessed
http://hawaii.hawaii.edu/files/assessment/reports/program_reports.php

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)

ACC 120	F 2015	#2 Identify assets, liabilities, equity, revenues, and expenses. #3 Analyze, classify, journalize and post transactions. #4 Prepare an end-of-period worksheet with needed adjustments. #5 Prepare basic financial statements. #6 Understand each step of the accounting cycle. #7 Utilize basic accounting procedures to account for cash.	#1. Perform basic accounting tasks and business math skills to maintain accurate accounting systems in for-profit organizations. #3. Perform basic office functions using standard and emerging technologies.
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
A description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);	ACC 120: Students took a 20 objective question final exam. Questions were matched with Course Learning Outcomes.
A description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);	ACC 120: The faculty member who taught the course prepared the exam. The exam was administered by proctors at various UH Testing Sites. The exam was automatically graded.
a description of <u>how student artifacts were</u>	All students enrolled in the class were required to take the exam. All exams submitted were part of the assessment.

selected for assessment (did the assessment include summative student work from all students in the course or section, OR were student works selected based on a representative sample of students in each section of the course?);	
A brief discussion of the assessment rubric/scoring guide that identifies criteria/categories and standards.	Each question was analyzed as correct, partially correct, or incorrect. Points were awarded by the grading program and percentages were calculated.

Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - example 1: "85% of students will Meet Standard or Exceed Standard for CLO#1";
  - Example 2: "80% of students will attain Competency or Mastery of CLO#4."

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
CLO #2	80% of students will score 80% or higher
CLO #3	80% of students will score 80% or higher
CLO #4	80% of students will score 80% or higher
CLO #5	80% of students will score 80% or higher
CLO #6	80% of students will score 80% or higher
CLO #7	80% of students will score 80% or higher

Results of Course Assessments

For each course assessed in AY 2015-16:	
Provide a <u>description of the summative assessment</u> <u>results</u> in terms of students' attainment of the CLOs and aligned PLOs.	There were seven students in the class. Two students (28.6%) did not take the proctored final exam. Five students (71.4%) took the exam. The class average score including the two students who did not take the exam was 61%. The average score for the five students who took the exam was 86%. High score was 99%; low score was 61%. *Goal 1: 80% of students would take the exam.* Goal 1 was not met. 5 out of 7 students or 71% took the exam *Goal 2: 80% of students who take the exam will score 80% or higher.* Goal 2 was met. 4 of 5 students taking the exam scored 80% or higher. Only 1 student who took the exam scored below 80%, earning a score of 61%.

Other Comments

Include any additional information that will help clarify the program's course assessment results.	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	None
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	Based on eCafe, in spite of rating the overall effectiveness of the instructor highly, a student still believed he/she would have gained more knowledge and a better understanding of the course materials had the online course been conducted in person.

Next Steps – Assessment Action Plan

Describe the program's intended next steps to improve student learning, based on the program's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	When I teach the course again, 1. I will spend more time on the last chapter to make sure students understand it. 2. I will require students to submit work completed either with paper or pencil or with Excel instead of just requiring them to work exercises and problems in My Accounting Lab. 3. I will attempt to require students to explain what they are doing versus just having them do it.
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or	None

re-distribution of teaching resources, etc.	
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	None
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	None

Part VI. 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   = $_____
Federal Funds   = $_____
Other Funds   = $_____
Tuition and Fees   = $_____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____

Hawaii Community College
2016 Instructional Annual Report of Program Data
Accounting

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: ACC   Program CIP: 52.0302

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	221	181	109	Unhealthy
2	*New & Replacement Positions (County Prorated)	17	19	12	
3	*Number of Majors	82	70	47	
3a	Number of Majors Native Hawaiian	32	25	14	
3b	Fall Full-Time	62%	54%	46%	
3c	Fall Part-Time	38%	46%	54%	
3d	Fall Part-Time who are Full-Time in System	3%	1%	0%	
3e	Spring Full-Time	53%	40%	45%	
3f	Spring Part-Time	47%	60%	55%	
3g	Spring Part-Time who are Full-Time in System	1%	2%	2%	
4	SSH Program Majors in Program Classes	906	672	450	
5	SSH Non-Majors in Program Classes	717	651	771	
6	SSH in All Program Classes	1,623	1,323	1,221	
7	FTE Enrollment in Program Classes	54	44	41	
8	Total Number of Classes Taught	34	33	29	

Efficiency Indicators		Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	15.9	13.4	14.0	Cautionary
10	*Fill Rate	61.8%	51.8%	54.2%	
11	FTE BOR Appointed Faculty	3	3	2	
12	*Majors to FTE BOR Appointed Faculty	27.3	23.1	23.2	
13	Majors to Analytic FTE Faculty	21.9	19.6	14.6	
13a	Analytic FTE Faculty	3.7	3.6	3.2	
14	Overall Program Budget Allocation	$270,678	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	$227,993	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	$34	Not Reported	Not Yet Reported	
14c	Tuition and Fees	$42,651	Not Reported	Not Yet Reported	
15	Cost per SSH	$167	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	3	8	8	

*Data element used in health call calculation   **Last Updated: February 17, 2017**

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	66%	68%	69%	
18	Withdrawals (Grade = W)	31	33	40	
19	*Persistence Fall to Spring	74.4%	70.1%	58.8%	
19a	Persistence Fall to Fall	50%	37.7%	34.8%	
20	*Unduplicated Degrees/Certificates Awarded	15	17	20	
20a	Degrees Awarded	14	15	9	
20b	Certificates of Achievement Awarded	2	3	13	Cautionary
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	4	6	5	
22a	Transfers with credential from program	1	3	2	
22b	Transfers without credential from program	3	3	3	

Distance Education: Completely On-line Classes		Program Year			
		13-14	14-15	15-16	
23	Number of Distance Education Classes Taught	18	17	16	
24	Enrollments Distance Education Classes	291	233	242	
25	Fill Rate	54%	46%	50%	
26	Successful Completion (Equivalent C or Higher)	64%	70%	67%	
27	Withdrawals (Grade = W)	20	20	29	
28	Persistence (Fall to Spring Not Limited to Distance Education)	62%	57%	71%	

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	94.44	Met	
30	2P1 Completion	50.30	44.44	Not Met	
31	3P1 Student Retention or Transfer	76.72	70.83	Not Met	
32	4P1 Student Placement	69.00	64.00	Not Met	
33	5P1 Nontraditional Participation	N/A	N/A	N/A	
34	5P2 Nontraditional Completion	N/A	N/A	N/A	

Performance Measures		Program Year			
		13-14	14-15	15-16	
35	Number of Degrees and Certificates	16	18	28	
36	Number of Degrees and Certificates Native Hawaiian	6	8	8	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients	61	49	27	
39	Number of Transfers to UH 4-yr	4	6	5	

*Data element used in health call calculation   Last Updated: February 17, 2017