

HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

HAWAIIAN STUDIES

Date 17 Nowemapa 2017

Review Period
July 1, 2016 to June 30, 2017

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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.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

<p>Provide the short description as listed in the current catalog.</p>	<p>A two-year Baccalaureate direct transfer Associate of Arts degree consisting of 62 credits at the 100 and 200 levels. The Associate in Arts in Hawaiian Studies 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.</p>
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Comprehensive Review information (required by UH System)

<p>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/</p>	
<p>Year</p>	<p>2015</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_aahwst_comprehensive_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>Since the last comprehensive review, the program now offers an Associate of Arts in Hawaiian Studies degree (AA-HWST). The AA-HWST has two specialization options, Hula and Kapuahi Foundations. The Hula track is comprised of 13 credits consisting of 4 hula courses. The Kapuahi track is comprised of 13 credits from a selection of 17 different courses. The program fully transitioned from our Hawaiian Life Styles Associate in Applied Science (AAS) degree in AY15-16. Although the AAS is no longer available as a declarable incoming major, 6 students continued to work toward completing this degree in Fall 2016 with 2 of them graduating that same semester and 2 more graduating in Spring 2017. One student continued into Fall 2017 with their AAS degree listed as a secondary major. All other students completely changed over to our AA-HWST degree.</p> <p>In September 2016, the Title III grants Kulukulua and Hālaulani officially ended after a one year no cost extension. Kulukulua (5-year</p>

	<p>Development grant) focused on supporting Native Hawaiians entering the college via Themed Learning Communities, Strengthening the Hawai'i Life Styles academic program and engagement activities between the college and community via the Ha'akūmalae Protocols program. Halaulani (5-year Cooperative grant with UH Hilo) focused on strengthening the transfer program at HawaiiCC.</p> <p>In 2015, UH Hilo was awarded a 5-Year Title III Cooperative Arrangement Development grant in partnership with HawaiiCC. Limited resources have been made available to the campus and I Ola Hāloa Center for Hawai'i Life Styles (Hawai'i Life Styles) is responsible for the HawaiiCC portion of the grant. The grant is titled "Mōkaulele" with the focus of promoting and sustaining a Hawaiian worldview through the following three activities: (Act. 1) Building Capacity Through Leadership Development, (Act. 2) Strengthening Campus and Community Engagement, and (Act. 3) Facilitating Language, Culture and Knowledge Learning Pathways.</p> <p>On behalf of HawaiiCC, we submitted and qualified for Title III eligibility in 2016-17. Unfortunately, the federal government did not provide funding for Title III Native Hawaiian Serving Institutions grants that year. We are hoping they will provide funding in future years. Meanwhile, the program continues to look for other opportunities for funding.</p>
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ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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

**Please attach a copy of the program's data tables
and submit with this Annual Program Review (APR).**

- a) If you will be submitting the APR 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 APR in digital form (WORD or PDF), 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 of the screen, just above the data tables.**

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:

<p>Demand</p>	<p>The Associate of Arts in Hawaiian Studies (AA-HWST) majors increased from 50 to 63. Meanwhile, our Associate in Applied Science (AAS) degree continued to support 6 continuing students into Fall 2016. This brought our total demand to 69 majors for Fall 2016.</p> <p>The SSH for AA-HWST majors increased from 188 to 417. The program has increased service to non-majors with SSH at 1,410 (compared to 455 in Program Year 15-16). The overall SSH for program classes increased from 643 to 1,827. The ARPD still reports data for our discontinued AAS degree and if we combined that with our AA-HWST then our SSH for majors is 1,323, for non-majors is 2,316, and overall is 2,734 for program classes.</p> <p>As noted earlier, we had 6 students continue with their AAS degree for Program Year (PY) 16-17 with 4 graduating at the end of that academic year. Similar to last academic year, our program continues to build our AA-HWST program while still servicing our last AAS majors.</p> <p>Next program year, we will focus on modifications to continue stabilizing and strengthening our AA-HWST program.</p>
<p>Efficiency</p>	<p>The Efficiency Health Indicator is labeled as Unhealthy. However, our program does not agree with this classification. Our average class size has increased from 13.1 to 16.1. The fill rate has also increased from 48.8% to 60.2%. The FTE BOR Appointed faculty for PY16-17 shows 0 but our program has 4 full-time faculty with 1 re-assigned to a non-instructional position to serve as the Director of Hawaiian Culture and Protocols Engagement at UH Hilo and HawaiiCC.</p> <p>Our program continues to service our remaining AAS majors after full transition to AA-HWST. The Efficiency indicator for the AAS degree is Cautionary. It is our belief that the data did not completely converted from the AAS to the AA-HWST degree and we should be labeled as Cautionary in our second year as a new program.</p>

	We will work with Administration to correctly assign the classifications.
Effectiveness	<p>While our Effectiveness Health Call is Cautionary, there have been a few increases for PY16-17:</p> <p>Successful Completion (equivalent C or higher): 82% compared to 80% from the previous year.</p> <p>Persistence Fall to Fall: 55%. This is up from 50% in 2015-2016.</p> <p>Transfers to UH 4-year: 7 compared from 2 in 2015-2016.</p> <p>This is encouraging as we strengthen our degree program and continue to work on increasing our overall persistence rates by collaborating with intra campus units and exploring innovative strategies to retain learners and increase degree attainment.</p> <p>With that said a total of 12 degrees and 22 certificates were awarded during this program year (8 AA-HWST, 4 AAS, & 22 ASC).</p>
Overall Health	<p>This past year, the program continued to service both the AA-HWST and remaining AAS majors as well as our learners completing the Academic Subject Certificate (ASC). The ASC is housed under Liberal Arts however our program is considering moving it to our now established AA-HWST Liberal Arts degree. We believe this will provide a better reflection of our program’s health and service to learners.</p> <p>While our overall program health is still classified as “cautionary,” our program staff, faculty and student employees continue to work diligently to promote student success and degree attainment not only to our majors but all HawaiiCC learners.</p>
Distance Education	<p>Our Distance Education Health Call is currently blank but PY16-17 has seen an overall increase for AA-HWST. When combined with the AAS, our program has the following:</p> <p>Number of Distance Education Classes Taught: 11 (7 for AA-HWST & 4 for AAS)</p> <p>Enrollments Distance Education Classes: 249 (159 for AA-HWST & 90 for AAS)</p> <p>Fill Rate: 91% (AA-HWST) & 90% (AAS)</p>

	<p>Successful Completion (equivalent C or higher): 76% (AA-HWST) & 71% (AAS)</p> <p>Withdrawals (Grade=W) decreased: 6, down from 8 in PY15-16 for AA-HWST and 1, down from 15 in PY 15-16 for AAS.</p> <p>The AAS experienced a decrease for Number of Distance Education classes and Enrollments Distance Education Classes but that is to be expected since the program has been discontinued and everything is now housed under the AA-HWST program.</p> <p>Persistence from Fall to Spring has decreased but this is an ongoing issue with other programs as well. However, our program will be exploring options to address this issue.</p>
Perkins Core Indicators (if applicable)	There is no Perkins IV Core Indicators for the AA-HWST program data. It is present for the AAS degree and reflects that the goals were not met but that is due to the AAS being discontinued.
Performance Funding Indicators (if applicable)	Perkins performance funding is not available for our program because we are now an AA degree program.
<p>What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p>	<p>HLS-ASC has become a popular enrichment option for students who are interested in exploring and experiencing Hawaiian cultural traditions while they are fulfilling their AA degree program requirements. As noted earlier, 22 ASCs were awarded during this review period.</p> <p>I Ola Hāloa Center for Hawai'i Life Styles is more than a 2 -year academic program. Services we offer includes:</p> <ul style="list-style-type: none"> • The Paepae 'Ōhua Native Hawaiian Student Success Center. This center offers peer mentoring and tutoring for our HWST classes, the Waihonua Media lab provides desktop and laptop usage, limited printing services, a lending library, cultural and student success workshops. etc. The center is open to all students, staff and faculty and

is designed to close the gap between academics and learner support in a way that reflects Hawai'i culture and values.

- The **Ha'akūmalae Protocols Program** continues to be a leader in the UH system initiative Hawai'i Papa o Ke Ao. Ha'akūmalae houses the Kīpaepae Protocols Committee that is now being partnered with UH Hilo. There anywhere between 40-50 kīpaepae each year where students, staff, faculty and admin are welcomed and encouraged to participate. Hawai'i Pāmaomao is also a part of Ha'akūmalae and was created to engage with other indigenous communities. Faculty, staff, admin and students leave Hawai'i to learn from that other communities and then return with strategies on how to strengthen student success at HawaiiCC.
- **Cultural Workshops** are offered throughout the year that include kīhei, hei, and wahi pana. These workshops are open to all of HawaiiCC to (re)orient learners to Hawai'i island culture and history. Workshops provide additional learning opportunities for students and serve as professional development for staff and faculty to further HawaiiCC Institutional Learning Outcomes - primarily #3.
- The **Hawai'i Moku Honu** collaboration was between UH Hilo and HawaiiCC under the Title III grant, Mōkaulele where members of both campuses visited Native Hawaiians living in Southern California. The purpose was to investigate if the struggles of Hawaiians in Hawai'i were the same or similar to Hawaiians living in California. In response to the needs of those two communities, UH Hilo courses were offered in Spring 2017 and Summer 2017. The summer course will have learners come to Hilo for a one credit interactive and intensive class. The Hawai'i Moku Honu team learned that whether living in Hawai'i or elsewhere, there are similar challenges our Hawaiian communities face. After the summer course, the Hawai'i Moku Honu team will create a resource to share what was experienced with the rest of the campus community.
- **UH Hilo Kīhei incorporation at commencement.** Last academic year, UH Hilo incorporated kīhei for all undergraduates in their Spring commencement for the first time. While I Ola Hāloa isn't responsible for this, our program did assist with the UHH Kīhei training and were part of the kīhei tying prior to the commencement. In addition to the HawaiiCC commencement the day before, our program played a big part in the kīhei ceremony for graduates for both campuses (over 500

	<p>kīhei were tied). This activity was such a success that UHH has extended the kīhei ceremony to its graduates as well.</p> <p>I Ola Hāloa Center for Hawai‘i Life Styles is a multi-faceted program that covers academics, student services and cultural protocols. This is an 11-month program that continues to service all of HawaiiCC, supports and assists UHH and the UH system, and the greater archipelago of Hawai‘i. The program goes above and beyond in services to all learners and upholding the Institutional Learning Outcomes of HawaiiCC .</p>
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PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program’s meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program’s curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program’s operations or services to students.

Changes to Program’s curriculum

Course modifications were submitted via Fast Track for the following:

-HAW 101: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HAW 102: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HAW 201: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HAW 202: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 100: Course objectives and course topics for Spring 2017.

-HWST 101: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 102: Course topics in Outline form and course objectives for Spring 2017.

-HWST 103: Course topics in Outline form and course objectives for Spring 2017.

-HWST 104: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 105: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 131: Add placement in Math 76 since Math 22 is no longer offered.

-HWST 201: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 206: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 231: Remove consent of instructor as a prerequisite to remove the extra hurdle for students.

Personnel and/or position additions and/or losses

The program was able to fill the two vacant Hawai'i Life Styles 9-month faculty positions in August 2016 (after the positions were vacated by the former instructors). Filling the two vacant positions was essential for the program especially with the pending closure of the current Title III grants.

In September 2016, Kulukulua and Hālaulani (Title III grants) ended. A small group was extended to close out the grant until December 2017. However, seven full-time positions (2 Coordinator/Instructors, 1 Counselor, 1 - 9 month instructor, and 3 APTs) and 16 student worker positions were terminated. This loss had immediate impacts to I Ola Hāloa since these positions assisted in all aspects of the program. I Ola Hāloa was left with 1 Coordinator, 2 APTs, three full time (9-month) instructors and one instructor reassigned to the non-instructional position. Despite the loss of these positions, our program continued to service not only our learners but HawaiiCC and UH Hilo with our Paepae 'Ōhua Native Hawaiian Student Success center, facilitating kīpaepae and other Ha'akūmalae protocol activities and workshops.

The federally funded positions assigned to close out the two grants were 2 fiscal admin specialists, 1 Coordinator/Counselor and 1 Counselor/Instructor. In addition to their primary

responsibilities associated with close-out, the 4 positions continued to support I Ola Hāloa with its daily operations and activities.

In November 2016, the I Ola Hāloa Coordinator resigned. This added more stress to the program with the extreme reduction in personnel and loss of funding for student success initiatives. This resulted in senior faculty having to assist with oversight of the I Ola Hāloa program. The Coordinator position is expected to be filled by July 2017.

UH Hilo (UHH) was awarded a 5-year Title III Cooperative grant with HawaiiCC. The grant allows for two positions: one Community Engagement Specialist (APT - B), one Language and Culture Pathways Coordinator/Instructor (9-months). The Community Engagement Specialist will focus on planning, facilitating, and collecting data for Native Hawaiian protocol activities and workshops for both HawaiiCC and UHH. The Language and Culture Pathways Coordinator is responsible for developing pathways that focus on Native Hawaiian language and culture pathways with the community, between academic programs, and offering workshops/activities that supports the UH system initiative Hawai'i Papa o Ke Ao. We are hoping to hire the Language and Culture Pathways Coordinator by Summer 2017. The grant also allows for peer mentors to assist with Community Engagement and Language/Culture Pathways for learner success. The peer mentors will work with students and offer training/workshops for students, staff, faculty and admin for both UHH and HawaiiCC.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

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>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period.

This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

For AY17-18, the program will be focusing on modifications for alignment with the AA Liberal Arts degree. This will allow a smoother transfer process for our learners to any UH institution. The loss of our federally funded personnel and program coordinator resulted in multiple tasks being placed on the backburner while the program transitioned out to the Title III grants, Kulukulua and Hālaulani. The program has been evolving over the past few years to ensure relevancy and adherence to the demands of today's society with an emphasis on the needs of our learners. The program will be submitting a modification request in May 2018.

HLS has not been immune to the overall decrease in enrollment over the last few years. Therefore, our staff, faculty and student workers will be brainstorming and planning activities to promote the program. One major task will be to update the HLS website to reflect our current academic program and the additional services we provide to HawaiiCC. HLS will have a plan and calendar for outreach activities by May 30, 2018.

The program will also be working to increase retention of our learners. Hawai'i island is a rural community and our learners face unique challenges compared to urban and suburban areas. The program will continue to maintain our services for student success and begin planning how to increase our services through various means that include but are not limited to collaborations with other campus units, offer peer mentoring services, and increasing the number and types of workshops/activities the program provides. HLS will have a plan of action for increasing retention by May 30, 2018 and will be using Summer 2018 to plan for implementation in AY18-19.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1:

The HLS program meet to discuss modifying its academic program and will submit a proposal in May 2018.

The program will meet monthly to discuss modifications for the program that would strengthen an easier transfer process and align with the AA Liberal Arts degree. Feedback from the HLS program will be discussed with the HawaiiCC Pathways Coordinator and the GEC chair as a proactive measure to ensure limited or no oversight/potential issues or obstacles. By March 2018, the HLS Coordinator will be working on the modification proposal to ensure submittal by the May deadline.

The program modification will assist with student learning to ensure students take all required classes for transfer to eliminate needing complete additional courses to satisfy their degree at the 4-year institution. The proposal will include retiring courses that are no longer offered, modifying certain courses to remove outdated prerequisites and adding prerequisites for 200-level courses to increase rigor, and aligning core requirements with the AA Liberal Arts for the transition to UH Foundations. The modifications are in direct alignment with the AA HWST Program Learning Outcomes.

The program will also be considering submitting for designations in the following fields: Writing Intensive, Sustainability, HAP, etc.

Action Item 2:

The HLS program will brainstorm and plan outreach activities/strategies during AY17-18.

Outreach for the HLS program will increase awareness of the AA HWST program and remind our Hawai'i communities that our program is still around. After the two Title III grants (Kulukuluua & Hālaulani) students and other HawaiiCC staff/faculty expressed concern for the HLS program. Increased outreach will include updating our HLS program website and brochures, participation in more community events, school visitations, etc. Outreach will allow the program to reach potential students and tap the other communities in and outside of Hawai'i island. Increased outreach will hopefully lead to increased enrollment in our program.

Outreach to communities and participation in events will better inform the program of the students we serve. Knowledge of the communities that our learners come from will offer insight into the unique challenges our learners face, reorient our personnel to the characteristics of our Hawai'i districts (people and natural environment), and enables the communities to know who is teaching their family members. HLS is open to and will considering doing collaborations with other programs for outreach.

Action Item 3:

The HLS program will brainstorm and plan activities to increase retention and persistence rates during AY17-18.

Retention of students is an overall concern for HawaiiCC. As stated earlier, this Hawai'i island is a rural community, our learners face challenges that may not be prevalent in urban and suburban areas. Therefore, HLS program - primarily the Paepae 'Ōhua Native Hawaiian Student Success Center will be working on activities to improve retention and persistence rates. Some considerations include but are not limited to informing more Native Hawaiian students of the services we offer, collaborate with other programs and campus units, increase the number of student workers, etc.

Increasing retention and persistence will lead to degree attainment for our learners and Native Hawaiian learners. Paepae 'Ōhua does not turn away any students even if they are not AA HWST majors or Native Hawaiian. Our philosophy is "free everyone." This doesn't mean only food but in teaching and sharing of resources. By helping a student, faculty or staff member, we are increasing the chances for student success across the disciplines. Our AA HWST majors will be able to attain a degree and have the option to transfer to any other UH campus to continue their learning.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program's current operating resources.

BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/haw	

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

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 (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in the program’s assessment(s).

Please attach copy of industry validation for the year under review.

Courses Assessed

List all program courses assessed during AY16-17, including Initial and “Closing the Loop” assessments.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
HAW 102 Elementary Hawai‘i Language II	Spring 2017	CLO1: Communicate in Hawaiian at a novice high-level. CLO2: Utilize vocabulary and other language skills that integrate work, school, family, land, and language in real life applications.	AA-HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts. AA-HWST PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social

			sciences, in academics and in other professional endeavors.
HAW 202 Intermediate Hawai'i Language II	Spring 2017	<p>CLO1: Communicate in Hawaiian at an intermediate mid-level.</p> <p>CLO2: Demonstrate an understanding of the grammatical and structural aspects of Hawaiian.</p> <p>CLO3: Apply and interpret vocabulary and other language skills that integrate work, school, family, land, and language in real life applications.</p>	<p>AA-HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts. (Hawaiian Studies)</p> <p>AA-HWST PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.</p>
HWST 100 Piko Hawai'i	Spring 2017	<p>CLO1: Describe a relationship of wahi pana (celebrated places) and self.</p> <p>CLO2: Identify significant wahi pana of Hawai'i.</p>	<p>AA-HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.</p>

<p>HWST 103 Hawai'i Art Culture</p>	<p>Spring 2017</p>	<p>CLO1: Demonstrate proficiency in select aspects of Hawai'i art culture.</p>	<p>AA-HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.</p>
<p>HWST 104 Hawai'i Myth Culture</p>	<p>Spring 2017</p>	<p>CLO1: Demonstrate an understanding of significant patterns in Hawai'i myth culture.</p> <p>CLO2: Apply interpretations of Hawai'i myth to self.</p>	<p>AA-HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.</p> <p>AA-HWST PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.</p>
<p>HWST 131 Hula 'Ōlapa</p>	<p>Spring 2017</p>	<p>CLO1: Communicate an understanding of the history of hula and its evolving trends.</p> <p>CLO2: Demonstration of hula 'aiha'a and hula 'ōlapa.</p> <p>CLO3: Analyze the role of hula in personal and community leadership.</p>	<p>AA-HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.</p>

HWST 231 Hula IV Hu'elepo	Spring 2017	<p>CLO1: Demonstrate proficiency in hula 'aiha'a, hula 'ōlapa and hula 'auana.</p> <p>CLO2: Articulate a relationship between hula and environmental kinship.</p> <p>CLO3: Analyze the role of hula in leadership development.</p>	<p>AA-HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.</p> <p>AA-HWST PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.</p> <p>AA-HWST PLO3: Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.</p>
“Closing the Loop” Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
n/a			

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

There were no assessments performed in Fall 2016

The following are the assessment strategies for each course during the Spring 2017 assessment cycle:

Course Alpha/#: HAW 102 Elementary Hawai'i Language II

All CLOs (CLO 1 and CLO 2) were assessed with the following artifact: two (2) original/modern 'ōlelo no'eau (proverb) composed in Hawaiian.

Forty percent (40%) of the artifacts submitted for each course section were randomly selected to be the representative sample of student work.

An assessment team composed of a group of three (3) individuals (instructional faculty, staff, and/or student workers) was assigned to this course to examine and rate each artifact by a rubric.

The rubric template that was utilized for this assessment was developed and revised by Hawai'i Life Styles instructors.

It includes the following five-part scale: 0-Null, 1-Developing, 2-Approaching, 3- Achieving, 4-Exceeds.

Course Alpha/#: HAW 202 Intermediate Hawai'i Language II

All CLOs (CLO 1, CLO 2 and CLO 3) were assessed with the following artifact: an original/modern day myth composed in Hawaiian, describing the naming of a local wahi pana, taking into consideration its Hawaiian name and postulating on how the name came to be.

Thirty percent (30%) of the artifacts submitted for each course section were randomly selected to be the representative sample of student work.

An assessment team composed of a group of three (3) individuals (instructional faculty, staff, and/or student workers) was assigned to this course to examine and rate each artifact by a rubric.

The rubric template that was utilized for this assessment was developed and revised by Hawai'i Life Styles instructors.

It includes the following five-part scale: 0-Null, 1-Developing, 2-Approaching, 3- Achieving, 4-Exceeds.

Course Alpha/#: HWST 100 Piko Hawai‘i

Each CLO (CLO 1 and CLO 2) was assessed with its own artifact.

CLO 1 was assessed by a 1-2 page reflection paper pertaining to an ‘ohe kāpala design used to stamp a kīhei (ceremonial garb) with specific design criteria that represents the student’s connection or relationship to a wahi pana. This was conducted during weeks 13-15 of the semester.

CLO 2 was assessed by a Final Exam conducted in weeks 16-17 of the semester.

The ‘ohe kāpala reflection paper addressed the following: 1) Identify a wahi pana that has a special relationship or connection with you. Describe the location, prominent features in the surrounding landscape, and significance of this wahi pana. 2) What is your relationship/ connection to this wahi pana? Explain how your ‘ohe kāpala design represents your relationship/ connection to this wahi pana.

The Final Exam included a section of selected questions that demonstrated the learner’s knowledge of significant wahi pana of Hawai‘i Island. The learners were asked 1) to provide brief summaries of mo‘olelo (account/story/legend) connected to each moku (district) on Hawai‘i Island, identifying at least one wahi pana in each mo‘olelo and 2) identify specific cultural characteristics in ‘ōlelo no‘eau (poetical sayings), oli (chants), or mele (songs) for each moku of Hawai‘i Island. The learner’s attainment of CLO 2 was based upon the percentage of correct answers scored in this section of the Final Exam.

Thirty percent (30%) of the artifacts submitted for each course section were randomly selected to be the representative sample of student work.

An assessment team composed of a group of three (3) individuals (instructional faculty, staff, and/or student workers) was assigned to this course to examine and rate each artifact by a rubric.

The rubric template that was utilized for this assessment was developed and revised by Hawai‘i Life Styles instructors.

It includes the following five-part scale: 0-Null, 1-Developing, 2-Approaching, 3- Achieving, 4-Exceeds.

Course Alpha/#: HWST 103 Hawai‘i Art Culture

CLO 1 was assessed with the following artifacts: 1) an art piece, and 2)a written piece documenting the steps/ protocols needed to create art piece.

Forty percent (40%) of the artifacts submitted for each course section were randomly selected to be the representative sample of student work.

An assessment team composed of a group of three (3) individuals (instructional faculty, staff, and/or student workers) was assigned to this course to examine and rate each artifact by a rubric.

The rubric template that was utilized for this assessment was developed and revised by Hawai‘i Life Styles instructors.

It includes the following five-part scale: 0-Null, 1-Developing, 2-Approaching, 3- Achieving, 4-Exceeds.

Course Alpha/#: HWST 104 Hawai'i Myth Culture

All CLOs (CLO 1 and CLO 2) were assessed with the following artifact: a 3-4 page (double-spaced) reflection paper that identifies significant patterns in ka'ao Hawai'i and relates it by allegory, to one's own life experiences.

Thirty percent (30%) of the artifacts submitted for each course section were randomly selected to be the representative sample of student work.

An assessment team composed of a group of three (3) individuals (instructional faculty, staff, and/or student workers) was assigned to this course to examine and rate each artifact by a rubric.

The rubric template that was utilized for this assessment was developed and revised by Hawai'i Life Styles instructors.

It includes the following four-part scale: 1-Developing, 2-Approaching, 3- Achieving, 4-Exceeds.

Course Alpha/#: HWST 131 Hula 'Ōlapa

All CLOs (CLO 1, CLO 2 and CLO 3) were assessed via performance of dance, written reflection, and final exam:

CLO 1 was assessed via final exam: a section of the final exam asked the student to communicate an understanding of the history of hula and its evolving trends in essay form.

CLO 2 was assessed via performance of dance: the performance of dance required a demonstration of at least one dance from each of the following dance styles: hula 'aiha'a and hula 'ōlapa.

CLO 3 was assessed via written reflection: this reflection required a written analysis on the role of hula in in personal and community leadership.

Fifty percent (50%) of the artifacts submitted for each course section were randomly selected to be the representative sample of student work.

An assessment team composed of a group of three (3) individuals (instructional faculty, staff, and/or student workers) was assigned to this course to examine and rate each artifact by a rubric.

The rubric template that was utilized for this assessment was developed and revised by Hawai'i Life Styles instructors.

It includes the following five-part scale: 0-Null, 1-Developing, 2-Approaching, 3- Achieving, 4-Exceeds.

Course Alpha/#: HWST 231 Hula IV Hu'elepo

All CLOs (CLO 1, CLO 2 and CLO 3) were assessed via performance of dance and a Capstone-Leadership Project:

CLO 1 was assessed via performance of dance: the performance of dance required a demonstration of at least one dance from each of the following dance styles: hula 'aiha'a, hula 'ōlapa, and hula 'auana.

CLOs 2 & 3 were assessed via the Capstone-Leadership Project: the Capstone-Leadership Project required a written reflection addressing the following: 1. A written reflection where the student articulates the relationship between hula and environmental kinship. 2. A written analysis on the role of hula in leadership development.

One hundred percent (100%) of the artifacts submitted for each course section were assessed.

An assessment team composed of a group of three (3) individuals (instructional faculty, staff, and/or student workers) was assigned to this course to examine and rate each artifact by a rubric.

The rubric template that was utilized for this assessment was developed and revised by Hawai‘i Life Styles instructors.

It includes the following five-part scale: 0-Null, 1-Developing, 2-Approaching, 3- Achieving, 4-Exceeds.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: “CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1.”

Example: “CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4.”

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
HAW 102 Elementary Hawai‘i Language II	CLO1: Communicate in Hawaiian at a novice high-level.	The standard for student success is that students will demonstrate/score at the “Achieving” level or better.	The expectation is that 75% of students will meet this standard.
HAW 102 Elementary Hawai‘i Language II	CLO2: Utilize vocabulary and other language skills that integrate work, school, family, land, and language in real life applications.	The standard for student success is that students will demonstrate/score at the “Achieving” level or better.	The expectation is that 75% of students will meet this standard.

HAW 202 Intermediate Hawai'i Language II	CLO1: Communicate in Hawaiian at an intermediate mid-level.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HAW 202 Intermediate Hawai'i Language II	CLO2: Demonstrate an understanding of the grammatical and structural aspects of Hawaiian.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HAW 202 Intermediate Hawai'i Language II	CLO3: Apply and interpret vocabulary and other language skills that integrate work, school, family, land, and language in real life applications.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 100 Piko Hawai'i	CLO1: Describe a relationship of wahi pana (celebrated places) and self.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 100 Piko Hawai'i	CLO2: Identify significant wahi pana of Hawai'i.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 103 Hawai'i Art Culture	CLO1: Demonstrate proficiency in select aspects of Hawai'i art culture.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 104 Hawai'i Myth Culture	CLO1: Demonstrate an understanding of significant patterns	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.

	in Hawai'i myth culture.		
HWST 104 Hawai'i Myth Culture	CLO2: Apply interpretations of Hawai'i myth to self.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 131 Hula 'Ōlapa	CLO1: Communicate an understanding of the history of hula and its evolving trends.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 131 Hula 'Ōlapa	CLO2: Demonstration of hula 'aiha'a and hula 'ōlapa	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 131 Hula 'Ōlapa	CLO3: Analyze the role of hula in personal and community leadership	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 231 Hula IV Hu'elepo	CLO1: Demonstrate proficiency in hula 'aiha'a, hula 'ōlapa and hula 'auana	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 231 Hula IV Hu'elepo	CLO2: Articulate a relationship between hula and environmental kinship.	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.
HWST 231 Hula IV Hu'elepo	CLO3: Analyze the role of hula in leadership development	The standard for student success is that students will demonstrate/score at the "Achieving" level or better.	The expectation is that 75% of students will meet this standard.

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

Course Alpha/#: HAW 102

A total of 13 artifacts were assessed from three sections of HAW102. Expectation for student achievement was 75% of all artifacts will demonstrate Achieving level or better.

CLO1 I did not meet expectations. 69% (9/13) of artifacts demonstrates Achieving level or better. In two of the HAW102 sections, 100% of artifacts demonstrated Achieving level or better; in the final section, only 23% of artifacts demonstrated Achieving level or better.

CLO2 / met expectations . 92% (12/13) of artifacts demonstrates Achieving level or better. In two of the HAW102 sections, 100% of artifacts demonstrated Achieving level or better; in the final section, only 46% of artifacts demonstrated Achieving level or better.

The artifacts collected were from three sections of HAW102, one taught by an instructor and the remaining two sections each taught by a different lecturer. One reason for not meeting expectation is that the lecturers did not follow the directions of the assessment strategy. Because of this, the assessment team had a difficult time scoring the artifacts based on the rubrics.

Course Alpha/#: HAW 202

A total of 8 artifacts were assessed from two sections of HAW202. Expectation for student achievement was 75% of all artifacts will demonstrate Achieving level or better.

CLO1 met expectations. 100% (8/8) of artifacts demonstrates Achieving level or better.

CLO2 met expectations. 88% (7/8) of artifacts demonstrates Achieving level or better.

CLO3 met expectations. 100% (8/8) of artifacts demonstrates Achieving level or better; 50% demonstrates Exceeds.

Course Alpha/#: HWST 100

In conducting the assessment for HWST 100, we randomly selected 30% of the artifacts submitted for each teaching section to be the representative sample. An assessment team of three members consisting of faculty and staff were selected to assess the representative sample of artifacts with the rubric from the assessment plan and make comments and suggestions on the strengths, weaknesses, etc. of the assessment process and results. Only two of the selected assessment team members were able to conduct the evaluations.

All other instructor sections met expectations for CLO 1 and CLO 2.

For CLO 1, twenty-five artifacts represented 30% of submitted artifacts for five instructor sections. For CLO 2, twenty-four artifacts represented 30% of submitted artifacts for four instructor sections.

Twenty-two out of the twenty-five artifacts assessed for CLO 1 scored within the 3-Achieving and 4- Exceeds range for a total of 88% of the representative sample that met expectations.

Twenty out of the twenty-four artifacts assessed for CLO 2 scored within the 3-Achieving and 4-Exceeds range for a total of 83% of the representative sample that met expectations.

The lecturer A. Frias only submitted artifacts for CLO 1 assessment. The artifacts he submitted were not in total alignment with the other artifacts being assessed for CLO 1, which may account for the lower scores it received by evaluators. This was the only instructor section that did not meet expectations.

Course Alpha/#: HWST 103

A total of 15 artifacts were assessed from two sections of HWST103. Expectation for student achievement was 75% of all artifacts will demonstrate Achieving level or better.

CLO1 met expectations. 80% (12/15) of artifacts demonstrates Achieving level or better. The 20% (3/15) that did not demonstrate Achieving demonstrated Approaching expectations.

Course Alpha/#: HWST 104

For CLO 1, eight out of the fifteen artifacts scored within the 'Achieving' or 'Exceeding' (2.5 - 4 range), thus giving an average of 53%.

For CLO 2, ten out of the fifteen artifacts scored within the 'Achieving' or 'Exceeding' range, thus giving an average of 66%.

Although some of the artifacts met our anticipated expectation, the other half of the artifacts did not meet the anticipated expectation for student achievement of 75%.

Course Alpha/#: HWST 131

CLO 1: 5 out of the 8 artifacts collected scored within the 'Achieving' or 'Exceeding' range (2.5 - 4). The average score for CLO 1 is 62.5%. CLO 1 did not meet our goal to have at least 75% of the artifacts collected to meet the 'Achieving' or 'Exceeding' range.

CLO 2: 7 out of the 7 artifacts collected scored within the 'Achieving' or 'Exceeding' range. The average score for CLO 2 is 100%.

CLO 3: 7 out of the 7 artifacts collected scored within the 'Achieving' or 'Exceeding' range. The average score for CLO 2 is 100%.

Course Alpha/#: HWST 231

CLO 1: 9 out of the 11 artifacts collected scored within the 'Achieving' or 'Exceeding' range (2.5 - 4). The average score for CLO 1 is 81.8%.

CLO 2: 9 out of the 11 artifacts collected scored within the 'Achieving' or 'Exceeding' range (2.5 - 4). The average score for CLO 2 is 81.8%.

CLO 3: 8 out of the 11 artifacts collected scored within the 'Achieving' or 'Exceeding' range. The average score for CLO 2 is 72.7%.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

These course assessments are initial assessments. In the past we used a 20% and 30% sample size based on the number of students enrolled. We have adjusted this strategy on a course-by-course basis to yield a better representation of the artifacts collected.

Currently, Hawai'i Life Styles is scheduled to conduct closing-the-loop assessments on majority of our courses by Spring 2019. Over the next two years we will be conducting a large number of course assessments.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

n/a

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

The Hawai'i Life Styles (HLS) program is continuing to comprehensively review Course Learning Outcomes, institutional and program alignments, course descriptions, course topics and course offerings to improve instructional and program assessment practices.

Action Plan for HAW courses:

HAW 102 - The Hawaiian language instructor will meet with other instructors and lecturers who teach this course to clarify the directions/objectives of the assessment plans, the importance of clear directions and the collection/submission of artifacts. This meeting will occur Fall 2017.

HAW 202 - To improve student learning in HAW courses, the action plan will include more opportunities for students to practice speaking and technical writing. Activities to help promote speaking and technical writing skills will be implemented in Spring 2018, the next time this course is offered. In talking to assessment coordinator and Hawai'i Lifestyle faculty, future recommendation is to collect a higher larger sample of artifacts. Assessment team also should be oriented on the American Council on the Teaching of Foreign Languages (ACTFL) guidelines/language prior to assessing artifacts, as this is the guideline used in the CLO language.

Action Plan for HWST courses:

HWST 100 - A uniform artifact template should be developed for use in the future assessment for both artifacts, the 1-page written reflection for CLO 1, and the section of common final exam questions for CLO 2 to ensure across the board alignment of assessment artifacts. A senior faculty member will meet with HWST instructional faculty to devise how best to revise the assessment rubric.

HWST 103 - To improve student learning and achievement, instructors/lecturers need to better articulate expectations of written documentation.

HWST 104 - In order to get all evaluators to participate in assessment, perhaps more time is needed and more importantly maintaining open and continuous communication is critical. This will be discussed at the upcoming Hawai'i Life Styles meeting scheduled for August 2017. As mentioned above, it seems that the instructors may need additional support and resources to help them meet CLO 1. This could come in the form of tutoring for students, as well mentoring, or supplemental literature for instructors. Now that the Hawai'i Life Styles program has a Laulima page, former and current instructors can share resources with each other, thus

providing each other with additional support. We anticipate that additional assistance to both the instructors and students will help to increase our students overall learning and experience, thus we anticipate an increase in assessment results. *CLO 1 reads CLO1: Demonstrate an understanding of significant patterns in Hawai'i myth culture. However, in November 2016 we changed this CLO from 'culture' to 'traditions'. HLS did not catch this word change until after assessments were conducted and submitted. The closing-the-loop assessment in Spring 2018 will reflect the word change and most recent description of CLO 1.

HWST 131 - The next offering of this course should consider the following action items, a new assignment will be created for CLO 1 that provides direct structure to allow students to better communicate their understanding of the history of hula and its evolving trends, the rubric will be adjusted for clarity, and individual video recording and or instructor's grading rubric sheets will be used in place of group video recordings.

HWST 231 - In the beginning of the semester we planned to assess both HWST 231 sections. Only one of the sections was assessed this academic year. In order to get all instructors to participate in assessment, perhaps, more dialogue is needed to build efficiency in the assessment process (e.g. delivery of assessment and collection of assessment artifacts). Through better assessment planning the goal is to receive 100% participation of all sections being assessed in Spring 2018. The next offering of this course should consider the following action items, videotaping individuals or create a venue to host in-person/realtime assessment by the assessment team, Course Learning Outcomes should be changed to include the dances learned in the course rather than just dances learned in previous courses, provide specific prompt questions for the written assignments - questions could be more effective in yielding desirable responses.

In Summer 2017, the Hawai'i Life Styles program will meet to discuss these action plans. HLS will also use this meeting for senior faculty members to share insight on best practices and resources for instruction of HWST 100 & HWST 104. Instructional faculty will also collaborate on choosing standard resources and assignments to yield better assessment results in these courses.

In Spring 2018, HLS will conduct closing-the-loop assessments for these courses listed above.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

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 = \$ _____

External Data*

.....
If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____

*This section applies to NURS only.

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Part I: Program Quantitative Indicators

Overall Program Health: **Healthy**

Majors Included: HWST Program CIP: 05.0202

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	Number of Majors	49	50	63	Healthy
1a	Number of Majors Native Hawaiian	32	30	37	
1b	Fall Full-Time	39%	47%	44%	
1c	Fall Part-Time	61%	53%	56%	
1d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
1e	Spring Full-Time	43%	39%	39%	
1f	Spring Part-Time	57%	61%	61%	
1g	Spring Part-Time who are Full-Time in System	2%	2%	0%	
2	*Percent Change Majors from Prior Year	-5.7%	2%	26%	
3	SSH Program Majors in Program Classes	33	188	417	
4	SSH Non-Majors in Program Classes	213	455	1,410	
5	SSH in All Program Classes	246	643	1,827	
6	FTE Enrollment in Program Classes	8	21	61	
7	Total Number of Classes Taught	3	16	33	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
8	Average Class Size	27.3	13.1	16.1	Healthy
9	*Fill Rate	96.4%	48.8%	60.2%	
10	FTE BOR Appointed Faculty	2	3	4	
11	*Majors to FTE BOR Appointed Faculty	24.5	16.6	15.7	
12	Majors to Analytic FTE Faculty	147	27	15.1	
12a	Analytic FTE Faculty	0.3	1.9	4.2	
13	Overall Program Budget Allocation	\$98,029	Not Yet Reported	Not Yet Reported	
13a	General Funded Budget Allocation	\$23,700	Not Yet Reported	Not Yet Reported	
13b	Special/Federal Budget Allocation	\$50,389	Not Yet Reported	Not Yet Reported	
13c	Tuition and Fees	\$258	Not Yet Reported	Not Yet Reported	
14	Cost per SSH	\$398	Not Yet Reported	Not Yet Reported	
15	Number of Low-Enrolled (<10) Classes	0	6	8	

*Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
16	Successful Completion (Equivalent C or Higher)	63%	80%	82%	Cautionary
17	Withdrawals (Grade = W)	2	9	17	
18	*Persistence (Fall to Spring)	68.5%	76%	75.8%	
18a	Persistence Fall to Fall	41.6%	50%	55%	
19	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	9	8	8	
19a	Associate Degrees Awarded	9	10	9	
19b	Academic Subject Certificates Awarded	0	0	0	
19c	Goal	1	0	5	
19d	Difference Between Unduplicated Awarded and Goal	100%	0%	80%	
20	Transfers to UH 4-yr	1	2	7	
20a	Transfers with degree from program	0	2	6	
20b	Transfers without degree from program	1	0	1	
20c	Increase by 3% Annual Transfers to UH 4-yr Goal	N/A	0	2	
20d	Difference Between Transfers and Goal	N/A	0%	250%	

Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
21	Number of Distance Education Classes Taught	3	3	7	
22	Enrollments Distance Education Classes	82	62	159	
23	Fill Rate	96%	83%	91%	
24	Successful Completion (Equivalent C or Higher)	63%	65%	76%	
25	Withdrawals (Grade = W)	2	8	6	
26	Persistence (Fall to Spring Not Limited to Distance Education)	55%	75%	66%	

Performance Measures		Program Year			
		14-15	15-16	16-17	
27	Number of Degrees and Certificates	9	10	9	
28	Number of Degrees and Certificates Native Hawaiian	8	6	8	
29	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
30	Number of Pell Recipients ¹	18	22	5	
31	Number of Transfers to UH 4-yr	1	2	7	

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	82%	79%	80%	Unhealthy
18	Withdrawals (Grade = W)	58	41	8	
19	*Persistence Fall to Spring	82.8%	63.6%	50%	
19a	Persistence Fall to Fall	53.3%	25%	0%	
20	*Unduplicated Degrees/Certificates Awarded	11	61	36	
20a	Degrees Awarded	7	12	4	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	1	1	1	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	1	1	1	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	9	12	4
24	Enrollments Distance Education Classes	227	286	90
25	Fill Rate	93%	94%	90%
26	Successful Completion (Equivalent C or Higher)	79%	73%	71%
27	Withdrawals (Grade = W)	13	15	1
28	Persistence (Fall to Spring Not Limited to Distance Education)	72%	50%	63%

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	0.00	Not Met
30	2P1 Completion	51.00	0.00	Not Met
31	3P1 Student Retention or Transfer	81.00	0.00	Not Met
32	4P1 Student Placement	63.87	0.00	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		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	7	12	4
36	Number of Degrees and Certificates Native Hawaiian	4	3	1
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	11	4	1
39	Number of Transfers to UH 4-yr	1	1	1

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors