



HAWAI'I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

Business Technology

Date November 17, 2017

Review Period
July 1, 2016 to June 30, 2017

Initiator: Robert Yamane
Writer(s): Gordon Ching, Anne Chung

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>The Business Technology program prepares for employment in positions such as administrative assistants, receptionists, clerks, or secretaries. Students will learn critical office skills, along with communication and organizational proficiencies. The curriculum includes courses in office technology, business communication, office administration, accounting, and business math to enhance employment and promotion possibilities.</p>
--	--

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/2016_btech_comprehensive_program_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>NA at the time of this report.</p>

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:

Demand

The Demand health is Cautionary. This is an improvement from the previous year's health call of unhealthy. The New and Replacement Positions (County) have declined from a high of 26 in 2014-2015 to a low of 18 in 15-16 and has maintained that number in 16-17. The number of majors steady declined from 74 (14-15), 53 (15-16), to 31 (16-17).

The BTEC faculty at HawCC feel that one CIP code is too limiting for demand in the industry we serve. According to the International Association for Administrative Professionals (IAAP), the following job titles might all be considered appropriate for someone trained in office administration.

- Administrative Assistant
- Customer Service Manager
- Customer Service Representative
- Data Entry Specialist
- Entry-Level Administrative Assistant
- Executive Assistant
- File Clerk
- Logistics Coordinator
- Mail Assistant
- Marketing Assistant
- Office Assistant
- Office/Facilities Manager
- Presentation/Graphics Specialist
- Project Coordinator
- Receptionist

	<ul style="list-style-type: none"> • Sales Assistant • Senior Administrative Assistant • Senior Office/Facilities Manager • Switchboard Operator <p>According to O*NET OnLine website by the U.S. Department of Labor, the job outlook for Receptionists and Information Clerks; Office Clerks, General; Bookkeeping, Accounting, and Auditing Clerks; and Secretaries and Administrative Assistants, except Legal, Medical, and Executive all have a positive outlook with some job outlooks having a bright outlook.</p> <p>In addition to the positions discussed above, people with the business technology skills are starting their own businesses as independent contractors/virtual assistants.</p> <p>The BTEC program faculty conducts surveys of graduates and some of the positions that our students obtain after graduation include:</p> <ul style="list-style-type: none"> • Legal Clerk • Banking Specialist • Inventory Clerk/Inventory Manager • Accounts Clerk • Administrative Assistant • Office Assistant • Bookkeeper • Financial Analyst • Records Technician • Clerk • Customer Service Representative • Sales Management Trainee
Efficiency	<p>The Efficiency health is Cautionary. The fill rate increased slightly since the year before from 48.7 percent to 53.9 percent, but it is still in the unhealthy range.</p> <p>We believe that the enrollment in BTEC classes have declined as a result of the strong economy. In fact, local businesses have been reaching out to our faculty to ask for students to apply for open positions.</p> <p>We have three FTE BOR appointed faculty assigned to the BTEC program, but one full position is currently not in the classroom. This person serves as the division chair for BEaT and HOST and the release time for this position does not allow for the faculty to be in the classroom.</p> <p>Adjustments have been made to ensure that course sequencing is followed to avoid over-offering sections that are low enrolled. We have scheduled many courses to be offered only one time a year.</p>

Effectiveness	<p>The Effectiveness health is Cautionary. The number of unduplicated degree and certificates awarded is listed at nine and the accuracy of the data is questionable. Students often go into the job market and don't come back during the Winter Holiday Season. However, there is a direct correlation to the drop in the number of majors over the past couple of years. Again, the economy is strong and the job market is very positive and we believe that students have chosen to start working and gain on-the-job training rather than spend the time in the classroom. The number of withdrawals declined from 20 to 12 and is a good sign despite the negative persistence number.</p> <p>One encouraging sign is that the number of certificates awarded went from 3 to 8. The BTEC faculty believe this to be as a result of the short-term certificates and the online courses that were offered during this time period with the support of the Rural Hawaii grant.</p> <p>Three Business Technology students transferred to a four-year program.</p>
Overall Health	<p>The overall Cautionary status is a wake-up call for the faculty. Persistence Fall to Spring has dropped over the past couple of years. We need to find out why students are not returning. Some obvious factors could be employment opportunities, financial and family obligations. The number of majors is also a concern. Reduction of business classes in the high schools may be a factor. More recruitment efforts may be needed.</p> <p>We believe that a strong Hawaii economy has decreased enrollment in BTEC. However, it should be noted that in addition to those who want BTEC degrees, non-BTEC majors take BTEC courses to improve their job skills for employment</p> <p>It is possible that as the economy has improved and more jobs have become available, more students are joining the workforce before completing a degree.</p> <p>From the teaching perspective, lecturers fill teaching gaps but are not required to serve on committees which leaves a small resource pool of FTE faculty to share among the multitude of campus committees and responsibilities. With assessments, improvements, and planning demands, the division needs stable collegial support dedicated primarily to the BTEC program in order to operate more effectively or risk FTE faculty burnout.</p>
Distance Education	<p>The fill rate for online courses is increasing and is an encouraging sign. Successful completion of online courses is at 71 percent and is a positive indicator to support continued offering of online courses.</p>
Perkins Core Indicators (if applicable)	<p>None of the Core Indicators were met.</p> <p>However, the technical skills attainment and completion is very close to being met.</p> <ul style="list-style-type: none"> • 1P1 Technical Skills Attainment: The score of 90.48 is very close to the goal of 92. Faculty need to continue to work with students to assist them in being successful in program classes. It is possible that students with over the 2.0 GPA

	<p>may leave the program after having learned specific skills and being able to obtain full-time employment.</p> <ul style="list-style-type: none"> • 2P1 Completion: The score of 47.62 was not enough to meet the goal of 51 and like technical skills attainment, faculty need to continue to work with students to assist them in being successful in program classes. • 3P1 Student Retention or Transfer went from being met in the last program year but not met in this program year. • 4P1 Student Placement went down significantly from 61.76 to 50 and is an area of concern. The program assists its graduates with their job search efforts through email contact and sharing of job info. More details about the data such as how quickly a student needs to secure employment after program completion as well as the response rate from students would help with more accurate analysis of this data. • 5P1 and 5P2 Nontraditional participation and completion both went down from the previous program year. Male students are considered to be nontraditional students for the BTEC program. Marketing to males and supporting their efforts in the program would help BTEC reach the goal every year. Ways to promote BTEC as a nontraditional career continue to be discussed, and the program will seek help from those who may have advice on reaching nontraditional students.
<p>Performance Funding Indicators (if applicable)</p>	<p>The number of degrees and certificates maintained since the previous year at 15 and the program slightly increased the number of degrees and certificates for Native Hawaiians. The number of Pell recipients decreased dramatically and so the program may consider looking at financial aid trends to see how we can support students in this area. Finally, the number of transfers to UH 4-year increased from 2 to 3.</p>
<p>What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenges that can help the reader understand the program's data but are not discussed above.</p>	<ul style="list-style-type: none"> • We believe that an improving Hawaii economy overall has decreased enrollment in the major as well as at the college. • We theorize that students enroll in the BTEC program to develop employable skills and update technology skills. Once skills are obtained, students may choose to transition to the workforce before completing the degree. • The absence of one of our FTE faculty from our classroom affects the stable, dedicated faculty effort in program assessment and student support. • The addition of the Virtual Office Assistant certificate was intended to produce more interest in BTEC and subsequently produce more graduates; however, it has been slow in taking off. • Students have good rapport with faculty and lecturers. • The BTEC program works closely with the Marketing and Accounting programs to offer/require classes that may be used to fulfill requirements for one degree. This helps with filling classes.

	<ul style="list-style-type: none"> • The BTEC program supports PLA efforts by working with students in earning credits for prior learning through course challenge exams. • One challenge in the program is having one FTE faculty member who has release time for program coordination and PLA coordination and is not in the classroom full time. This leaves most of the remainder of the courses to be taught by lecturers.
--	---

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.

BTEC Course and Program Modifications:

- Busn 150—Recommended prep of OAT 21BCD. Replace with Busn 121., enter Objectives and Topics in outline format (effective F18)--FT
- Busn 184—Delete course (effective F18)
- BTEC AAS—Bus. Electives list—remove Busn 184 (effective F18)
- VOA—Remove Busn 151 (effective F18)
- Delete course--Busn 166 (effective F18)
- Delete course--Busn 151 (effective f18)
- Cloud technology is being taught and used in business technology classes. In addition, the department is using cloud technology to share documents and information within the department to make work more productive and efficient. Faculty continue to be trained in the newest features available in using cloud technology to collaborate and increase productivity. Implementation is ongoing.
- The BTEC program continues to work on articulating programs/courses with local high schools, and PCC. Faculty meets with DOE faculty and with 4-year faculty and have continued to meet with PCC to articulate efforts and courses. Program Faculty have participated in judging the Senior Project Presentations at both Hilo and Waiakea High Schools.
- Program coordinator has had a booth at events such as the DOE Career Expo and HawCC College Day.
- We continue to focus attention on improving success of native Hawaiian and non-traditional students. Will look at submitting grant proposals in the future to try and fund strategies to meet these needs. The program continues to look for strategies to address the deficiencies.
- The BTEC program needs more support in exploring strategies to improve effectiveness and in meeting the Perkins indicators. Need time and expertise to research, find funding, and implement strategies.

The program coordinator continues to do a survey of newly graduated as well as former graduates to see where, if anywhere, they are being employed. This informal survey is sent to students via email at least twice a year. The summary of the data makes me hopeful that many of our students are being placed in government and office jobs related to their degree.

Program faculty have been able to share free/reasonably priced products with students. (MS Office via Microsoft.com)

According to student surveys, one activity that is described as very valuable and relevant is the planning of the field trip by students in the capstone class, BUSN 292 (Integrated Office Procedures. This field trip allows students to visit local offices and see firsthand the professionalism required from someone in a position they are hoping to obtain.

Challenges:

We have three FTE BOR appointed faculty assigned to the BTEC program, but one full position is currently not in the classroom. This person serves as the division chair for BEaT and HOST and the release time for this position does not allow for the faculty to be in the classroom. Another FTE faculty has some release time for PLA and program coordination and is also not in the class full time

We have had lecturers support our program which benefits students in the classroom, but the overall program coordination and development duties fall on one person.

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.

The Business Technology program would like to focus on three areas: marketing/recruitment, student success, and assessment.

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:

Marketing/Recruitment

- Work with campus resource personnel to improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that HawCC provides.
- Meet with high school business counterparts and align K-12 and college curricula.
- Participate in college and career fairs.
- Improve the program pages on the website.. <http://hawaii.hawaii.edu/businessstech>
Explore creating a video, adding a photo gallery, upgrading the written text, creating website articles that are tagged with electronics so they appear on the page, and doing a mini profile on the professor. This will lead to a more robust page. This would help the program have a more robust presence. That way when we drive people to the site, it's more eye-catching, informative and they can connect with the program more.

Action Item 2:

Student Success

- Review course offerings and schedule courses to facilitate timely degree completion.
- Improve and stabilize student support services
- Provide professional development to improve teaching and learning.
- Adopt strategies that eliminate cost as a barrier to education.
 - Curricular resources
 - Free/affordable software
- Expand student-centered distance and on-line learning to create more educational opportunities through use of technology.
- Promote stronger and more comprehensive transfer and articulation policies that are student-centered, transparent, and well-communicated in order to support student mobility and success throughout the system.
- Provide services to students in facilities closer to their classes in order to increase successful interaction with counselors and staff.

Action Item 3:

Assessment

Anticipate and align curricula with community and workforce needs.

- Follow up with graduates and employers regarding HawCC students' preparation for the workforce and community.
- Review the BTEC curriculum to see if it is responsive to Hawaii Island's community needs.
- Review possibility of transfer to 4-year institution. Look at transfers to UHWO. See articulation.
- Increase and improve design and delivery of distance learning offerings/Review the existing design and delivery of distance learning offerings.
- Strategize ways to improve success rates
- Revise curriculum as needed
- Provide professional development for distance learning faculty.
- Offer more classes via distance learning method.
- Conduct industry-specific focus groups to address specific employment needs with the goal of updating curriculum and program.
- Explore the possibility of partnering with another program, specifically Marketing and Accounting to address the needs of the community and to address the goals of the college.

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.

N/A

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions:	

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

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 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.** Advisory council minutes.

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)
BUSN 121	F16	CLO 1: Input information { alphabetic, numeric, and symbolic) using proper techniques with accuracy"	3
BUSN 121	F16	"CLO 3: Produce basic mailable business documents in a timely manner using word processing software"	3
BUSN 164	F 16	"CLO 1: Identify or model professional behavior acceptable in a business setting."	2,4,6

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 artifacts 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.

Course Alpha/#:BUSN 121

- The assessment will focus on determining student's ability to: 1. Apply advanced features of current word processing software to produce mailable documents which facilitate timely internal and external business communication; 2 Key information accurately and efficiently to meet business standards.
- The entire class (14 students) will be evaluated by a timed production test in which the student will be required to produce a properly formatted flyer. Artifacts will be collected to assess student comprehension and resourcefulness with Word's basic formatting features

Course Alpha/#:BUSN 164

- Includes research an assigned topic and collecting information; and prepare and present an interactive presentation.
- Another assessment strategy used is a video case study performance evaluation
- All student artifacts were included.
- Several rubrics were included in the assessment plan including a Case Study Written Report Rubric, an Oral Presentation Rubric, and a Group/Team Work Peer Review Rubric.

Course Alpha/#: BUSN 193v

- BUSN 193V-Work Skills Evaluation -Work site supervisors are asked to complete a work skills, evaluation form of the Cooperative Education student at the beginning and ending of the semester. The Cooperative Ed. coordinator reviews the evaluations and consults with the students and/or instructors if improvement is needed. All student artifacts (employer completed) evaluation forms will be considered.

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
BUSN 121	all	It is determined that 90% of student artifacts will meet or exceed expectations.	
BUSN 164	all	The expectation is that 75 percent of students in this course will either meet or exceed standards of the course.	
BUSN 193V	all	70% of artifacts examined by the Assessment Team will meet or exceed expectations {Satisfactory, Above Average, or Outstanding}.	

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/#: BUSN 121

The results show that 100% of artifacts submitted met expectations or exceeded expectations. 90% exceeded expectations. Students that didn't exceed expectations struggled with the timed writing aspect of the assessment, thereby lowering their score.

For continued success of the course, students should continue to follow a set assignment schedule and to proofread their work before submitting. Students should also be encouraged to practice their typing skills outside of class to increase their typing speed and accuracy.

!Course Alpha/#:BUSN 164

81% of the students in BUSN 164 met or exceeded the CLOs for the course. Those students who did not pass the course attended sporadically or fully disappeared and did not complete the majority of course requirements.

One way to improve the course is by using video technology more to help students self-analyze their professional behavior. This can be used for role-playing difficult situations in addition to the currently-implemented mock interview video project. More soft-skill training and practice should be included as part of the curriculum.

!Course Alpha/#:BUSN 193v

100% of the students met or exceeded expectations. 87% of the students received outstanding evaluations from their supervisors. Five students received maximum scores of 39. All 15 students were requested by their supervisor to return to their CVE position the following semester.

Some improvements include having more specific feedback in the comments section from supervisors. Work on counseling students before placing them in positions. Provide them a better picture of employers' expectations.

Develop and utilize a Work Skills Evaluation tool that provides a uniform system for various UHCC campuses that offer the CVE program. Gather input from other community colleges in the system that currently offers Business Technology CVE courses.

Other Comments

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

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.

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.

- Online course offerings are continuing to be a goal and the program is working toward more online courses using innovative and engaging strategies to support student success.
- Attracting and retaining students.
 - Participate in career and college fairs with fun strategies using social media to allow students to help with the marketing and promotion of the program.
 - Offer free introductory workshops for concepts like business communication and social media strategies to bring awareness to what BTEC has to offer.
 - Use social media to market the program. Facebook, Instagram, blog. Include awareness of local and national workforce trends in social media posts.
 - Include marketing of success stories of graduates, particularly focusing on the male and Hawaiian population since they are underrepresented in the program.
 - Offer open house/counseling/registration potlucks.

Based on student recommendations, the program will look at ways to include relevant and valuable and real world activities for students that include:

- Videos about the working environment
- Activities in which student learn how to manage multiple projects and priorities
- Networking opportunities
 - Field trip
 - Guest speakers
 - Business-related workshops
- A faculty is planning to meet with the advisory council and do research to find out how to update the BTEC curriculum to make it relevant and valuable to students AND employers in upcoming years.

Program will review activities in courses to help them be more real-world based to encourage student use of critical-thinking skills. Rubrics will be reviewed, modified, and shared for alignment throughout the program.

Currently, one program faculty has students use Google Sites to create an “ePortfolio” that students use from semester to semester and finalize in their capstone class. We will look at incorporating more use of this ePortfolio in more program classes.

Highly recommend having a dedicated counselor on UHH campus—close to our BEaT students.

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.

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	84%	79%	80%	Cautionary
18	Withdrawals (Grade = W)	23	20	12	
19	*Persistence Fall to Spring	76.9%	66.6%	60.6%	
19a	Persistence Fall to Fall	44.4%	40.8%	44.8%	
20	*Unduplicated Degrees/Certificates Awarded	25	19	9	
20a	Degrees Awarded	22	12	7	
20b	Certificates of Achievement Awarded	6	3	8	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	4	17	5	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	4	2	3	
22a	Transfers with credential from program	0	1	3	
22b	Transfers without credential from program	4	1	0	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	6	8	6
24	Enrollments Distance Education Classes	93	95	111
25	Fill Rate	52%	40%	67%
26	Successful Completion (Equivalent C or Higher)	74%	76%	71%
27	Withdrawals (Grade = W)	6	4	10
28	Persistence (Fall to Spring Not Limited to Distance Education)	64%	68%	55%

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	90.48	Not Met
30	2P1 Completion	51.00	47.62	Not Met
31	3P1 Student Retention or Transfer	81.00	59.57	Not Met
32	4P1 Student Placement	63.87	50.00	Not Met
33	5P1 Nontraditional Participation	22.00	14.52	Not Met
34	5P2 Nontraditional Completion	22.00	15.79	Not Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	28	15	15
36	Number of Degrees and Certificates Native Hawaiian	14	7	8
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	53	37	13
39	Number of Transfers to UH 4-yr	4	2	3

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors