HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW (APR)

Fire Science Program

Date: November 17, 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)

Provide the short description as listed in the current catalog.	The Fire Science Program prepares individuals with the academic knowledge for entry employment in the Fire Service field as well as meeting the needs of in-service professionals.
	Upon completion of this program, students will have the knowledge to prepare for a career with federal, state, and local fire and emergency service agencies, with an emphasis on Structural Fire Fighting, Wildland Fire Suppression, Hazardous Materials Incidents, Fire Prevention and Investigation, Emergency Medical Technician, Fire Management and Administration, and Incident Command System.
	After earning the Associate in Science (A.S.) Degree, students have the opportunity to pursue a Bachelor's Degree in Fire Administration from Colorado State University through distance learning.
	Health and physical requirements vary with different employers in the Fire Service field, so prospective students should seek advice before enrolling.

Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2015
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_fs_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	1. The program's plans for the future are well thought-out and explained. 2. All budget and other resource asks are reasonable and well-described. 3. The report lacked detailed and comprehensive analysis of the program' s outcomes-based assessment data. In response to item #3, faculty has been working with the Institutional Assessment Coordinator to address this issue.

<u>**ARPD Data: Analysis of Quantitative Indicators**</u> (required by UH System)
Program data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/

<mark>**Please attach a copy of the program's data tables
and submit with this Annual Program Review (APR).**</mark>
   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
 	
Cautionary
	The primary reason for a Cautionary Health Call is limiting employment opportunities to the Hawaiʻi Fire Dept., and CIP codes for positions that are not entry level. For example, Fire Inspectors require years of experience before being promoted from within the agency.
	
	   • The Program CIP for Fire Science is 43.0203, under that CIP is:
	      33-1021.01 Municipal Fire Fighting and Prevention Supervisor
	      33-2011.01 Municipal Firefighters
	      33-2021.01 Fire Inspectors
	      33-2021.02 Fire Investigators
	      33-2022.00 Forest Fire Inspectors and Prevention Specialists
	
	Only the Municipal Firefighters is an entry level position. All other positions are promoted from within the departments after years of experience.
	
	Our students have found employment as Wildland Firefighters. However, the CIP code for Forest Firefighters is 43.0206, but the College does not use that code.
	
	Our students have found employment with Hawaiʻi Volcanoes National Park, Federal Fire (Department of Defense), U.S. Forest Service on the mainland, and one student was just employed as a wildland firefighter for the State of Utah. The Hawaiʻi Fire Department is potentially the largest employer of our students, but not the only agency.

	The demand for firefighters will continue to grow as the population of the Big Island continues to increase.
Efficiency **Cautionary**	Cautionary - The fill rate of 73.3% to Majors to FTE BOR Appointed Faculty was 95.5. This is slightly higher than the previous year. For the fall semester, we need to provide two sections for our introductory courses to accommodate student demand. Currently there is one FTE BOR approved faculty. The FS program has 7 Lecturers to help deliver the program. The Tenure and Promotion Committee (TPRC) meeting of February 12, 2016 stated, "The committee recognizes the need to hire additional full-time faculty to meet the needs of the growing Program." There were no low-enrollment classes.
Effectiveness **Unhealthy**	Last year the Effectiveness was Healthy. The current ARPD is not accurate. In May 2017, 18 AS Degrees in Fire Science were awarded, which accounted for 22% of all the AS degrees awarded by the College. 16 CA degrees were awarded. 81% of students received a grade of C or higher. 8 students transferred to UH 4-yr even though there is no higher Fire Science program offered. There is a certain decline in the number of FS majors after each fall semester. Some students enroll in the Fire Science program with a perception of a firefighter from TV and the movies. At the beginning of the fall semester students are given a reality check of what it takes to become a firefighter. Once enrolled, they realize the FS program is an academically challenged major. After the fall semester, enrollment tends to level out for the remainder of semesters.

Overall Health **Cautionary**	The Fire Science program is a Healthy program due to the number of Majors and student success. The Quantitative Indicators need to be adjusted to reflect reality. The Fire Science program continues to attract new students and in-house professionals. Our graduate rates, student employment, and the program has a positive reputation and support among the various fire service agencies. In the future some professions may be eliminated and others created, but there will always be a need for police and firefighters.
Distance Education	N.A.
Perkins Core Indicators (if applicable)	lPl- Met. Goal 92.00, Actual 92.11 2Pl- Not Met. Goal 51.00, Actual 47.37. The Fire Science program is a challenging one, which is not easy to obtain. 3Pl - Not Met. Goal 81.00, Actual 73.56. The Fire Science program is challenging, and after students enroll in the program they realize what it takes to be a firefighter. 4Pl - Met. Goal 63.87, Actual 69.23. SPl - Not Met. Goal 22.00 Actual 10.48. It is difficult to attract women in the fire service. The faculty attends a number of job fairs at local high schools and try to encourage women to enroll in the FS program. There are currently 5 women enrolled as FS majors this fall semester. 5P2 - Not met. Goal 22.00, Actual 5.13. Women who are in the FS program and who apply to the Hawaiʻi Fire Dept. are hired almost immediately. Students are encouraged to complete their degrees.
Performance Funding Indicators (if applicable)	N.A.
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	The public continues to demand a well-educated and professional fire service. When the faculty first joined the NPS there were no educational requirements for Fire Management Officer. Now a Bachelor of Science degree in fire or natural science is mandatory. HFD recruits were in training for 3 months before assigned to a duty station. They are now in training for 12 months. It is just a matter of time before BS degree will be required for top administrative positions. The Demand for firefighters will continue to increase for the

understand the program's data but are not discussed above.	following reasons: • The population of the Big Island continues to grow. • That population is also aging and will place a greater demand for more Emergency Medical Services. • A recent article in the Tribune-Herald stated the HFD is going to the State Legislature for 1.5 million dollars to support the purchase of an additional ambulance for the Puna District. This would reduce the emergency response time and provide better customer service. • The U.S. Department of Labor states employment of Emergency Medical Technicians (EMTs) and Paramedics is projected to grow 24 percent from 2014 to 2024, much faster than the average for all occupations. • Although technology will continue to assist the fire service, there will always be a need for an individual to perform the many duties firefighters provide as first responders. Firefighters are not likely to be replaced with robotics, drones, etc. • The Big Island is the only island with Volunteer Fire Stations. These stations are slowly being replaced with full time 24/7 firefighters. • A recent program on KGMB TV focused on the fact that there is an inadequate number of EMS personnel to man the ambulances for the population of Oahu. • Recent fires in California required 11,000 firefighters.

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.

1. Emergency Medical Technician (EMT) at the 390-hr. level was taught in the fall semester using the same curriculum as KāpiolaniCC's EMT course. KCC continued to block our approval by the Dept. of Health. Midway through the semester we had to with Dr. John Morton to explain why EMT was being added to the FS curriculum. Since that time the Dept. of Health has changed the EMT training curriculum. Starting in the fall of 2018 the FS program plans to have the National Registry EMT class and clinical approved by the DOH and added to the FS curriculum.

1. Started the preparation for expanding the FS program to the Pālamanui Campus. Enrolled Lecturers, established classroom space and developed the support needed to start accepting students in Fall 2017.

2. No new degrees.

3. Three Lecturers were hired for teaching FS classes at the Pālamanui Campus in fall of 2017.

4. Working with Mr. Christian Giardina, Ph.D. of the United States Forest Service, two students were enrolled in the KUPU Fire Internship program. The students worked for 2 months during the summer at Hawaiʻi Volcanoes National Park, they received a monthly living allowance and other benefits.

5. Ms. Mei Lin Lantz from Region 6 (Oregon and Washington) of the United States Forest Service visited our campus and interviewed 15 students for summer seasonal firefighter positions. For various reasons, none actually applied for employment.

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 Fire Science program's action plan for AY 17-18 will be the following:

1. **Establish Emergency Medical Technician training.**
2. **Provide the fire engine with a sheltered area to park.**
3. **Identify classroom space.**
4. **Establish a Bachelor of Science degree in Fire and Emergency Service Administration with the UHH.**

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:
Working with the HawCC Administration to establish Emergency Medical Technician (EMT) training as part of the Fire Science program's curriculum starting in Fall 2018 semester.

I will continue to elicit support from Honolulu CC Fire Science program, my Fire Science Advisory Board, and the Hawai'i State Fire Chief's Association, in obtaining support from the Dept. of Health to approve our curriculum.

Establishing EMT training will greatly enhance student employment opportunities and serve the community.

Action Item 2:

Working with Mr. Richard Cowan, Apprenticeship Program Coordinator, to provide shelter for the $250,000.00 fire engine that the Honolulu Fire Dept. donated to the college. The engine is currently parked outside exposed to the elements and, if it is not placed in a protected area, will deteriorate over time.

The Apprenticeship Program has developed a design, location, material list, and an estimated budget of $16,222.65 for the project. We are currently waiting for UH System's response.

Action Item 3:

Every semester, the Fire Science program needs the assistance of the Nursing Program, the Math Dept. and the UHH to provide classroom space. Every fall, we have different classrooms located on both campuses. The Social Science Dept. does not have adequate assigned classroom space.

The Fire Science program is one of the larger programs on campus and should have certain classrooms identified. Most courses are taught in the evening when classrooms are vacant and assigned classrooms would make for more efficient use of space.

Action Item 4:

There is a need for a Bachelor of Science in Fire and Emergency Service Administration in the State of Hawaiʻi. The former UHH Vice Chancellor for Academic Affairs admitted that the program would pay for itself and funding was not an issue, but there was a reluctance to start a new program. With admissions down, a new program is what is needed.

Will continue to work with UHH faculty for support.

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.

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

Once Emergency Medical Technician training begins, there will be a need for an annual budget of $2,000 to maintain various supplies such as bandages etc.

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BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	Working with Mr. Richard Cowan, Apprenticeship Program Coordinator to provide shelter for the $250,000.00 fire engine that the Honolulu Fire Dept. donated to the college. The engine is currently parked outside exposed to the elements and, if it not placed in a protected area, will deteriorate over time.
Include estimated cost(s) and timeline(s) for procurement.	The Apprenticeship Program has developed a design, location, material list, and an estimated budget of $16,222.65 for the project. Currently waiting for UH System's response
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>: <u>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</u>	This project aligns with 21CF Action Strategy 1. Adopt model policies and practices for development and management of UH buildings and campuses. Tactics ☐ Support and work with UH System to advocate for Hawai'i CC and Hawai'i CC-Pālamanui facility needs. ☐ Seek external opportunities and grants that will provide new construction and renovation funding, i.e., Title III Renovation Grants. ☐ Provide Hawaiian names for buildings and gathering spaces.

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)**
Fire 153 Advanced Wildland Firefighting	Spring 17	CLO #1. Understand what is required to establish an effective wildland fire prevention program.	2, 3, 4, 6
		CLO# 2. Develop the skills necessary to perform the duties of a Squad Boss.	2, 3, 4, 6
		CLO #3. Comprehend the fundamentals of portable pump operations and water use.	6, 7
Fire 207 Hazardous Material Awareness/Operation	Spring 17	CLO# 1. Identify Hazardous materials from a variety of sources and understand their properties and behavior.	5
		CLO# 2. Size-up, analyze, and develop the appropriate response to HAZMAT Incident at the Operations Level.	5
		CLO #3. Establish a perimeter, decontamination entry and exit points, and protect the public at a HAZMAT Incident.	5
Fire 210 Fire Administration	Spring 17	CLO #1. Understand the duties and responsibilities of a Fire Administrator.	4, 6
		CLO# 2. To resolve personnel issues in a fair and legal manner.	4, 6
		CLO #3. Knowledge of modern fire service management principles.	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 <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);

• a description of <u>how student artefacts were selected for assessment</u> (e.g., the assessment included summative assignments from all students in the course, <u>OR</u> 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 <u>assessment rubric/scoring guide</u> and the criteria/categories and standards used in the assessment.	

Course Alpha/#: Fire 153 **Type of work: Final Exam** **Assessor: Faculty Member** **Method: All students' artifacts will be assessed.**
Course Alpha/#: Fire 207 **Type of work: Final Exam** **Assessor: Faculty Member** **Method: All students' artifacts will be assessed.**
Course Alpha/#: Fire 210 **Type of work: Final Exam** **Assessor: Faculty Member** **Method: All students' artefacts will be assessed.**

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
Fire 153 Advanced Wildland Firefighting	1, 2, 3	The National Standard or passing the exam is 70% pass rate.	For HawCC Fire Science, expectation for meeting all CLOs is 80%.
Fire 207 Hazardous Material Awareness/Operations.	1, 2, 3	The National Standard or passing	For HawCC Fire Science, expectation for meeting all CLOs is 80%.

		the exam is 70% pass rate.	
Fire 210 Fire Administration	1, 2, 3	The National Standard or passing the exam is 70% pass rate.	For HawCC Fire Science, expectation for meeting all CLOs is 80%.

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/#: Fire 153

CLO #1: 88% of students met or exceeded.
CLO #2: 92% of students met or exceeded.
CLO #3: 85% of students met or exceeded.

CLO #1 Indicates students can improve on their understanding of developing an effective fire prevention program.

CLO #2 Indicates students have a very good understanding of the duties required of a Squad Boss.

CLO #3 Indicates students need further training on portable pumps.

Course Alpha/#: Fire 207

CLO#1: 80% of students met or exceeded.
CLO#2: 100% of students met or exceeded.
CLO#3: 100% of students met or exceeded.

CLO#1 Indicates students need to have a better understanding of how to use the Emergency Response Guidebook (ERG).

ClO#2 Indicates students have an understanding of size-up and the appropriate response to a HAZMAT Incident.

CLO#3 Indicates students have the knowledge to protect the public.

Course Alpha/#: Fire 210

CLO#1: 89% of students met or exceeded.

CLO#2: 79% of students met or exceeded.

CLO#3: 100% of students met or exceeded.

CLO#1 Indicates students can improve on their knowledge of what skills provide for an effective Fire Administrator.

CLO#2 Indicates students need a better understanding of legal issues. This is the first time many students were exposed to understanding the legal system and their responsibilities.

CLO#3 Clearly demonstrates students understand modern fire service management principles.

Other Comments

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

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.
Fire 153 Advanced Wildland Firefighting, **Fire 207**, Hazardous Materials Awareness-Operations, and **Fire 210**, Fire Administration will be "Closing the Loop" re-assessed in Spring 18. **Fire 153** • **Plan to reemphasize the importance of developing a fire prevention program and target that program to the appropriate audience. Will also spend more classroom time on portable pump operations and review key points.**

Fire 207
- **Will spend more time explaining the use of the ERG and have the students perform an exercise using the ERG.**

Fire 210
- **Will spend more time and try to simplify the subject matters that give students difficulty understanding concepts that are new to them.**

PART 4: ADDITIONAL DATA

Cost Per SSH <mark>(to be provided by Admin)</mark>

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   _____

<mark>*This section applies to NURS only.</mark>

Hawaii Community College
2017 Instructional Annual Report of Program Data
Fire Science

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: FS   Program CIP: 43.0203

	Demand Indicators	Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	67	93	81	
2	*New & Replacement Positions (County Prorated)	11	14	21	
3	Number of Majors	102	93	96	
3a	Number of Majors Native Hawaiian	53	55	61	
3b	Fall Full-Time	63%	59%	56%	
3c	Fall Part-Time	37%	41%	44%	
3d	Fall Part-Time who are Full-Time in System	0%	1%	0%	
3e	Spring Full-Time	56%	44%	42%	Cautionary
3f	Spring Part-Time	44%	56%	58%	
3g	Spring Part-Time who are Full-Time in System	1%	0%	1%	
4	SSH Program Majors in Program Classes	1,116	928	1,079	
5	SSH Non-Majors in Program Classes	61	72	19	
6	SSH in All Program Classes	1,177	1,000	1,098	
7	FTE Enrollment in Program Classes	39	33	37	
8	Total Number of Classes Taught	17	17	18	

	Efficiency Indicators	Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	24.6	21.1	19.6	
10	*Fill Rate	92%	78.6%	73.3%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	102	92.5	95.5	
13	Majors to Analytic FTE Faculty	58.6	53.1	45.2	
13a	Analytic FTE Faculty	1.7	1.7	2.1	Cautionary
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	$130,325	
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	$101,693	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	$23,847	
14c	Tuition and Fees	Not Reported	Not Yet Reported	$4,785	
15	Cost per SSH	Not Reported	Not Yet Reported	$119	
16	Number of Low-Enrolled (<10) Classes	0	0	0	

**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	
17	Successful Completion (Equivalent C or Higher)	94%	93%	81%	
18	Withdrawals (Grade = W)	0	5	40	
19	*Persistence Fall to Spring	82.8%	61.5%	64.6%	
19a	Persistence Fall to Fall	54.3%	48%	44.5%	
20	*Unduplicated Degrees/Certificates Awarded	17	32	26	
20a	Degrees Awarded	10	24	17	
20b	Certificates of Achievement Awarded	11	32	16	Cautionary
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	0	2	8	
22a	Transfers with credential from program	0	0	5	
22b	Transfers without credential from program	0	2	3	

Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	92.00	92.11	Met	
30	2P1 Completion	51.00	47.37	Not Met	
31	3P1 Student Retention or Transfer	81.00	73.56	Not Met	
32	4P1 Student Placement	63.87	69.23	Met	
33	5P1 Nontraditional Participation	22.00	10.48	Not Met	
34	5P2 Nontraditional Completion	22.00	5.13	Not Met	

Performance Measures		Program Year			
		14-15	15-16	16-17	
35	Number of Degrees and Certificates	21	32	33	
36	Number of Degrees and Certificates Native Hawaiian	11	15	18	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients[1]	43	40	17	
39	Number of Transfers to UH 4-yr	0	2	8	

*Data element used in health call calculation

[1]PY 16-17; Pell recipients graduates not majors

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