

# HAWAI‘I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

AA HAWAIIAN STUDIES

Date: 31 December 2018

Review Period  
July 1, 2017 to June 30, 2018

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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.	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.
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### 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: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	2018
URL	<a href="https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&amp;college=HAW&amp;year=2018&amp;program=16">https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&amp;college=HAW&amp;year=2018&amp;program=16</a> (Hawaii Life Styles)  <a href="https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&amp;college=HAW&amp;year=2018&amp;program=194">https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&amp;college=HAW&amp;year=2018&amp;program=194</a> (Hawaiian Studies)
<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 Hawai'i Life Styles Associate in Applied Science (AAS) degree in AY15-16.</p> <p>Although the AAS is no longer available as a declarable incoming major, 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>The HWST annual review includes data for both the AA (Hawaiian Studies) and AAS (Hawai'i Life Styles).</p> <p>In 2015, University of Hawai'i at Hilo (UH Hilo) was awarded a</p>

	<p>5-Year Title III Cooperative Arrangement Development grant in partnership with Hawai‘i Community College (Hawai‘i CC). Limited resources have been made available to the campus and I Ola Hāloa Center for Hawai‘i Life Styles (IOH - HLS) is responsible for the Hawai‘i CC 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. HLS/Hawai‘i CC is responsible for Activities 2 &amp; 3. Currently, the grant is in its third year.</p> <p>On behalf of Hawai‘i CC, IOH - HLS submitted and qualified for Title III eligibility for 2017-18. Unfortunately, the federal government did not provide new funding for Title III Native Hawaiian Serving Institutions grants. We are hoping they will provide funding in the future. Meanwhile, the program continues to look for other opportunities for funding including collaboration with other programs/funding sources such as National Science Foundation (NSF).</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).**

<p><b>Analyze the program’s ARPD data for the review period.</b> Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:</p>	
<p>Demand</p>	<p>The Health indicator for Demand is Cautionary for Hawaiian Studies and Healthy for Hawaii Life Styles.</p> <p>For 2017-2018, there were 59 AA majors with 33 (55%) identifying as Native Hawaiian. The number of AA majors increased by 23%.</p> <p>SSH Program Majors is 353 (353 AA &amp; 0 AAS). SSH Non-majors is 2,248 (1,664 AA &amp; 584 AAS). For the AA, SSH non-majors increased from 1,410 to 1,664. SSH in All program classes is 2,601 (2,017 AA &amp; 584 AAS). For the</p>

	<p>AA, all program classes increased from 1,827 to 2,017.</p> <p>FTE Enrollment is at 86 (67 AA &amp; 19 AAS). Total Number of classes taught is at 53 (36 AA &amp; 17 AAS).</p> <p>Demand for the AA program continues to grow and our program will continue to work towards building and improving our academic program and overall program services.</p>
Efficiency	<p>Efficiency is marked as Cautionary for both the HWST (AA) and HLS (AAS).</p> <p>The ARPD reports that the average class size is 16 (AA) and 18 (AAS). The fill rate is 62.4% (AA) and 68.3% (AAS).</p> <p>Overall FTE BOR appointed faculty is at 4 (3 AA &amp; 1 AAS). Once the AAS is full phased out, the 1 remaining faculty position in the AAS should move to AA.</p> <p>Budget allocation is not reported for the AA or the AAS.</p> <p>The number of low-enrolled classes is 11 (7 AA &amp; 4 AAS).</p>
Effectiveness	<p>Effectiveness for the AA is Healthy and Unhealthy for the AAS.</p> <p>Successful completion (equivalent C or higher) is at 75% (AA) and 85% (AAS).</p> <p>Withdrawals (Grade = W) is at 28 for the AA and 16 for the AAS.</p> <p>Persistence from Fall to Spring is at 72% (AA) and 0% (AAS). Persistence from Fall to Fall is 43% (AA) and 0% (AAS).</p> <p>Degrees awarded are 15 (AA) and 16 (AAS). Unduplicated Degrees/Certificates Awarded prior fiscal year is 11 (AA) and 16 (AAS). Academic Subject Certificates awarded and Certificates of Achievement</p>

	<p>awarded are at 0 but this is due to the HLS-ASC being reported under Liberal Arts instead of Hawaiian Studies. This year the program will work on transferring the ASC to our program for more accurate reporting.</p> <p>Transfers to UH 4-yr is 6 (AA) and 1 (AAS). For the AA, 2 transferred with a degree and 4 transferred without a degree. For the AAS, the 1 transfer was with credential from the program.</p> <p>Under the Performance Indicators, 15 degrees were awarded for AA (5 Native Hawaiian). One degree and Certificate STEM was awarded. There were 4 Pell Recipients and 6 Transfers to a UH 4-year institution. For the AAS, all Performance Indicators are marked 0, except for transfers to UH 4-year with one (1).</p> <p>(Performance Indicators reflect same/similar information as Effectiveness Indicators.)</p> <p>Persistence and retention continue to be an overall issue for Hawai‘i CC including our program. We continue to offer various services such as peer mentoring/tutoring, strengthening assessment and investigating other strategies to address this issue.</p>
Overall Health	<p>The overall program health for Hawaiian Studies (AA) and Hawaii Life Styles (AAS) is Cautionary. The program continues to service both degree programs.</p> <p>Our program continues to service the AA-HWST and remaining AAS major as well as learners completing the Academic Subject Certificate (ASC) . Our program continues to modify and improve services for majors and overall student success at Hawai‘i CC. I Ola Haloa is planning to meet Summer 2019 to discuss increasing enrollment, persistence and improving all our services to students, staff, faculty and the community.</p>
Distance Education	<p>The health classification for Distance Education is blank.</p> <p>Overall Distance Education classes taught is 13 (11 AA &amp; 2 AAS). Enrollments in Distance Education Classes is 289 (238 AA &amp; 51 AAS). Fill rate is in 89% for the AA and 102% for the AAS.</p>

	<p>Successful completion (equivalent C or higher) is 68% (AA) and 80% (AAS).  Withdrawals are 16 (AA) and 1 (AAS).  Persistence (Fall to Spring) is blank for the AA and 73% for the AAS.</p> <p>As stated in the Effectiveness Indicator, Persistence continues to be an ongoing issues for Hawai‘i CC overall. Our program continues to explore options to address this issue.</p>
Perkins Core Indicators (if applicable)	Perkins IV Core Indicators are not available 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>I Ola Hāloa Center for Hawai‘i Life Styles is an 11-month program that houses an academic program (AA-HWST and remaining AAS majors), the Paepae ‘Ōhūa Native Hawaiian Student Success Center, Ha‘akūmalae Protocols Program, and services as the partner in the USDOE Title III Cooperative 5-Year Grant, Mōkaulele (with UH Hilo), etc.</p> <p>Included are some highlights from the services that I Ola Hāloa provides:</p> <ul style="list-style-type: none"> <li>● As stated earlier I Ola Hāloa houses the AA-HWST academic program that continues to service non major classes, distance education, etc., and the HLS-ASC (Academic Subject Certificate). The HLS-ASC is a popular enrichment option for students who want to engage and experience Hawaiian cultural history and traditions while fulfilling their AA degree requirements. In AY 2017-2018, our program awarded 32 HLS-ASCs (20 of the 32 were awarded to Early College students as part of the University of Hawai‘i’s Early College initiative).</li> <li>● The Paepae ‘Ōhūa Native Hawaiian Student Success Center (PPO) offers peer mentoring, tutoring and workshops (academic and cultural), a lending library, the Waihonua Media lab (desktop and laptop usage, limited printing) for all learners. While our priority is to service HWST majors and Native Hawaiian learners, our services are open to all. The Center is open to students, staff and faculty and is designed to close the gap between academics and</li> </ul>

learner support in a way that reflects Hawai‘i culture and values. PPO was involved (either facilitation or participation) in over 40 events to promote student success and professional development for staff, faculty and admin. Some of the events include various kīpaepae, academic/ cultural workshops/events (One Theme One College hō‘ike, I Ola Hāloa Fall 2017 Hō‘ike, FAFSA, Laulima, kīhei, Goal Planning, Māla Day, etc.).

- 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 partnered with UH Hilo and is housed under the Office of the Chancellors (Hawai‘i CC and UH Hilo). There are between 40-50 kīpaepae each year where students, staff, faculty and admin are welcomed and encouraged to participate. Kīpaepae and protocol training is ongoing for both Hawaii CC and UH Hilo to strengthen UH Hawai‘i Papa o Ke Ao objectives. Hawai‘i Pāmaomao and Wahi Pana are also a part of Ha‘akūmalae and was created to engage with indigenous communities. Hawai‘i Pāmaomao encourages faculty, staff, admin and students to leave Hawai‘i and learn from that other communities to enhance student success at Hawai‘i CC. Wahi Pana is the localized approach to Pāmaomao where faculty, staff, admin and students visit various ‘celebrated places’ in Hawai‘i to gain a better understanding of the students and the communities they come from.
- Various Cultural workshops and activities are offered throughout the year via Paepae ‘Ōhua (PPO), Ha‘akūmalae and the Mōkaulele Grant that includes kīhei, hei, lei, etc.. These workshops are open to all of Hawai‘i CC and UH Hilo populations 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 Hawai‘i CC Institutional Learning Outcomes - primarily #3 and the UH Hawai‘i Papa o Ke Ao initiative.
- Mōkaulele is a Title III Cooperative Grant housed at UH Hilo with Hawai‘i CC as the partner. I Ola Hāloa is where the Hawai‘i CC portion of Mōkaulele is housed (under the supervision of Joni Onishi, VC Academic Affairs). Therefore, not only does I Ola Hāloa provide various services for Hawai‘i CC but also services UH Hilo. While Hawai‘i CC/I Ola Hāloa is responsible for Activities 2 (Community Engagement) and 3 (Native Hawaiian Language and Culture Pathways) of the Mōkaulele grant, our program also provides services for Activity 1 (Native Hawaiian Leadership Development). In Summer 2018, our program joined UH Hilo as the host for the UH Makalapua Ho‘ona‘auao Summer Symposium in partnership with UH Maui College, UH West O‘ahu, UH Mānoa and Kaua‘i CC.

	<ul style="list-style-type: none"> <li>● Our program also partners with the Hawai‘i CC Forest Team/Agriculture program with the USDA HI!AG: Fostering Vibrant Local AG grant. This grant enables both IOH - HLS and Forest Team the opportunity to provide additional services and learning opportunities to students via Tuition Assistance and Internships.</li> </ul> <p>I Ola Hāloa Center for Hawai‘i Life Styles is a multifaceted program that covers academics, student services and cultural protocols. This is an 11-month program that continues to service all of Hawai‘i CC, supports and assists UH Hilo and the UH system, the archipelago of Hawai‘i, and the global community. The program goes above and beyond in services to all learners, staff and faculty, upholding the mission and vision of Hawai‘i CC and the UH system.</p>
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**PROGRAM ACTIVITIES**

<p><b>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.</b></p> <p>For example, discuss:</p> <ul style="list-style-type: none"> <li>● Changes to the program’s curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;</li> <li>● New certificates/degrees;</li> <li>● Personnel and/or position additions and/or losses;</li> <li>● Other changes to the program’s operations or services to students.</li> </ul>
<p><b>Changes to the Academic Program</b></p> <p>During this academic year, Hawai‘i CC fully transitioned to Foundations and Diversification. The program requirements were revised to reflect this transition. In addition, I Ola Hāloa was able to get 3 courses designated with a Diversification classification:</p> <p>HWST 100 Piko Hawai‘i (DH - Humanities)</p> <p>HWST 104 Hawai‘i Myth culture (DL - Literature)</p> <p>HWST 107 Hawai‘i: Center of the Pacific (DH - Humanities)</p> <p>I Ola Hāloa is part of the AA-HWST coordinator’s group for all UH Community Colleges. For AA-HWST system alignment, AA HWST coordinators including faculty worked on aligning HWST courses that shared the same course number or similar course topics. The HWST 110</p>

Introduction to Voyaging course was proposed for AA-HWST alignment for UHCC campuses that are interested in offering voyaging/wa‘a courses.

In May 2018, I Ola Hāloa submitted a program modification for the AA-HWST degree (in connection to Foundation/Diversification transition and AA-HWST Coordinators group). The modification included the following changes:

-Hula Specialization: HWST 130, 131, 260 and an additional 4 credits HAW and/or HWST (at least 3 of these credits must be at 200-level). Formerly only HWST 130, 131, 230, 231 were required for the Hula specialization.

-Kapuaui Specialization: HWST 260 and an additional 10 credits HAW and/or HWST (at least 3 of these credits must be at 200-level). Formerly 13 additional credits (at least 2 courses at the 200-level) - HAW 201, 202, HWST 101, 102, 103, 105, 106, 140, 141, 150, 151, 201, 204, 206, 219, 260, 261.

-HWST 100: Change to course title

-HWST 102: Change to course title

-HWST 103: Change to course title

-HWST 104: Change course number (HWST 270) and title

-HWST 105: Change to course title

-HWST 106: Change to course title

-HWST 140: Change to course title and description

-HWST 141: Change to course title and description

-HWST 150: Change to course title and description

-HWST 151: Change to course title, description and remove prerequisites

-HWST 160: Change to course title, description, CLOs and CLO-PLO alignment

-HWST 161: Retire course

-HWST 201: Change to course title, description and addition of prerequisite to update content.

-HWST 206: Change to course title and addition of prerequisites.

-HWST 219: Change to course title and addition of prerequisites.

-HWST 240: Retire course

-HWST 241: Retire course

-HWST 250: Retire course

-HWST 251: Retire course

-HWST 260: Change to course title, description, prerequisite, CLOs, objectives, course topics and requirement for program major.

-HWST 261: Retire course

In Spring 2018, I Ola Hāloa submitted a memo to the Liberal Arts Division Chairs requesting to relocate the HLS-ASC to be under the AA-HWST program. All the division chairs agreed and signed off on the memo which was routed to the VC of Academic Affairs, registrar, and all other relating programs/units.

**Personnel and/or position updates:**

In November 2016, the I Ola Hāloa Coordinator resigned. This resulted in senior faculty having to assist with oversight of the program and all activities. This was also during closure of previous title III grants, Kulukulua and Hālaulani. The loss of grant/federal funding including personnel resulted in additional stress for the program. Senior faculty were able to justify keeping the Coordinator position as 11-month instead of 9-month due to the extended services I Ola Hāloa provides in addition to the AA-HWST. The new HLS Coordinator was hired July 2017.

There are two pending positions: the HLS Kona Instructor (9-month) and the Ha‘akūmalae APT (Band A). Both positions were products of the Title III grant, Kulukulua. The new program Coordinator will work with the Liberal Arts Dean to revise the position description, responsibilities and minimum/desirable qualifications for both positions.

UH Hilo (UHH) was awarded a 5-year Title III Cooperative grant with Hawai‘i CC. The grant allows for two Hawai‘i CC personnel positions: one Community Engagement Specialist (APT - B), and one Language and Culture Pathways Coordinator/Instructor (9-months). The grant also allows for peer mentors to assist with Community Engagement and Language/Culture Pathways for learner success. The Community Engagement Specialist will focus on planning, facilitating, and collecting data for Native Hawaiian protocol activities and workshops for both Hawai‘i CC and UH Hilo. 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.

The Language and Culture Pathways Coordinator was hired Summer 2017. Hiring of the Community Engagement Specialist is still ongoing but we are hoping to hire in the near future.

In addition to hiring of pending positions, I Ola Hāloa staff and faculty continue to provide various services to Hawai‘i CC and UH Hilo. Program senior faculty either serve as the Assessment Liaison Officer (ALO) for the campus or appointed as the Director of Native Hawaiian Culture and Protocols for both Hawai‘i CC and UH Hilo. Understanding the importance of these responsibilities, I Ola Hāloa shares the unique talents of our senior faculty for Hawai‘i CC and UH needed. However, this has meant reassigned time away from our HWST/HAW courses and has increased the program’s reliance on adjunct faculty. Junior

faculty (in addition to teaching full course loads), serve as Chairs in committees (Kīpaepae Protocol Committee for Hawai‘i CC and UH Hilo and Hawai‘i CC Ho‘olulu Council). The I Ola Hāloa Coordinator and staff continue to support our 11-month program that includes the academic program (AA-HWST, remaining AAS majors, and HLS-ASC), the Paepae ‘Ōhua Native Hawaiian Student Success Center, Ha‘akūmalae Protocols Program, and the USDOE Title III Cooperative 5-Year Grant, Mōkaulele (with UH Hilo).

### **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 in December 2017.

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**

### **AY18-19 ACTION PLAN**

**Provide a detailed narrative discussion of the program’s overall action plan for AY18-19, based on analysis of the Program’s AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period.**

**This Action Plan should identify the program’s specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.**

**Action Items 1:** For AY 18-19, the program will continue to focus on course modifications to strengthen the AA-HWST program. Majority of modifications were submitted in AY 17-18 but there are still improvements needed to ensure relevancy, increase enrollment in HAW/HWST courses and maintain academic rigor. The program will be submitting a modification request in May 2019.

**Action Item 2:** Currently I Ola Hāloa is planning a Summer 2019 program residency to address topics such as enrollment, retention, evolution of I Ola Hāloa and how to enhance/evolve our

services. This summer activity is essential to maintain the wellbeing of I Ola Hāloa and what our next steps are for the future. A summer residency is needed so personnel are not overloaded or experience burnout from responsibilities during the regular academic year. Planning (including researching funding) is ongoing.

**Action Item 3:** Over the past few years, our program has undergone major assessment of our courses. AY 18-19 will be used to complete the remaining course assessment from original plan. Once our major assessment is complete, this will enable the program to take a break from constant assessment, enact and improve curriculum and focus on enhancing other program services.

**Action Item 4:** The program will continue to look at funding opportunities to support students success at Hawai'i CC including but not limited to USDOE Title III federal grants (if announced), NSF Tribal Colleges and Universities Program (TCUP), etc. Extramural funding will allow I Ola Hāloa to not only continue providing exceptional services to Hawai'i CC (and by extension the UH system) but expand and evolve them in alignment to current student and community needs.

#### **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 will continue discussion on modifications that are needed to improve our academic program. A proposal will be submitted in May 2019. By April 2019, the HLS Coordinator will be working on the modification proposal to ensure submittal by the May deadline.

Program modification will also include submitting proposals for Diversification, Writing Intensive and HAP designations during AY18-19. This will increase enrollment and maintain academic rigor of our HAW/HWST courses in preparation for AY19-20.

#### **Action Item 2:**

AY18-19 will be spent planning the HLS Summer 2019 Program Residency. This includes looking at funding sources for this event. It is preferred that the residency occur off campus so personnel can focus specific topics: Enrollment, Retention and Evolution of our program. The program residency will be a professional development activity which includes how to

advance the program for current learner needs to build upon the program's foundation and legacy.

By mid-semester Spring 2019, dates will have been identified along with securing funding for this activity. Procurement will also be initiated at this time to ensure professional development occurs well in advance to residency.

By Summer 2019 the residency will have occurred and I Ola Hāloa will have a action plan for improving services to Hawai'i CC for implementation AY19-20.

**Action Item 3:**

Current course assessment will continue in AY18-19 & AY19-20 to complete the major assessment activities that the program has undertaken over the past few years. I Ola Hāloa will then be able to modify its curriculum to ensure CLOs and PLOs are being met.

All program personnel will continue to participate in assessment to gain a well-rounded picture of how our academic program is servicing learners in our courses. Once this current assessment schedule is completed, our program will create a new assessment plan that isn't so intensive compared to the large volume of assessments we have done in the past. Participation of all program personnel is to provide ongoing familiarity (including awareness of Campus Labs) and understanding of the importance of assessment.

**Action Item 4:**

AY18-19 will be spent looking at funding opportunities to support student success. Our program will continue to research USDOE Title III federal grants, NSF TCUP possibilities, National Endowment for the Humanities (NEH) options, etc.

For NSF grant opportunities, we will continue ongoing discussion with the Liberal Arts Dean and Science/Math departments. For NEH grant opportunities, our program will work closely with the Humanities department chair to gain feedback on division needs. For the USDOE Title III grants, our program will work with various campus units and admin on how to service Native Hawaiian student needs. Other potential funding sources are Kamehameha Schools and local organizations which include ongoing communication with our VC Academic Affairs.

Looking at various extramural funding shows that I Ola Hāloa is willing to go the extra mile to secure funding to continue and enhance student success at Hawai'i CC. This includes strengthening all activities that the program hosts (academic, student services, Native Hawaiian protocols, etc). All funding requests will include active communication with the Hawai'i CC business office and UH ORS (Office of Research Services) to ensure all application requirements and planned procurement activities are met and/or in alignment with federal, state,

and university guidelines.

### 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 remain compliant with Federal/State Law/regulations.*

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

## 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 AY17-18.

### 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 AY17-18, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
HAW 101 Elementary Hawai'i Language I	Fall 2017	CLO1: Communicate in Hawaiian at a novice mid-level.	1, 2
		CLO2: Utilize vocabulary and other language skills that integrate work, school, family, land, and language in real life applications.	1, 2

<p>HAW 201 Intermediate Hawai'i Language I</p>	<p>Fall 2017</p>	<p>CLO1: Communicate in Hawaiian at an intermediate low-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>1, 2</p> <p>1, 2</p> <p>1, 2</p>
<p>HWST 101 Hawai'i Culture I: 'Aikapu</p>	<p>Fall 2017</p>	<p>CLO1: Demonstrate an understanding of Hawai'i origins.</p> <p>CLO2: Analyze Hawai'i's sociopolitical systems prior to 1819.</p> <p>CLO3: Compare personal family cultural traditions with those of early Hawai'i.</p>	<p>1</p> <p>1</p> <p>1</p>
<p>HWST 102 Hawai'i Spirituality</p>	<p>Fall 2017</p>	<p>CLO1: Compare personal beliefs and practices with those of Hawai'i spirituality.</p> <p>CLO2: Articulate personal connections with spiritual beliefs and practices.</p>	<p>1</p> <p>1, 3</p>

HWST 106 Mele Hawai'i	Fall 2017	<p>CLO1: Communicate at an introductory level understanding of Mele Hawai'i (Oral arts of Hawai'i).</p> <p>CLO2: Participate in public performance of Mele Hawai'i.</p> <p>CLO3: Analyze the role Mele Hawai'i has on personal development and public action.</p>	<p>1</p> <p>1</p> <p>2</p>
HWST 107 Hawai'i: Center of the Pacific	Fall 2017	<p>CLO1: Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania.</p> <p>CLO2: Show knowledge of similarities between Native Hawaiians and other Oceanic peoples' cultures, languages, religions, arts and natural resources.</p> <p>CLO3: Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawai'i, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty.</p>	<p>2, 3</p> <p>2, 3</p> <p>2, 3</p>
HWST 130 Hula I: 'Aihā'a	Fall 2017	<p>CLO1: Identify basic principles of hula culture</p> <p>CLO2: Apply basic techniques of hula culture</p> <p>CLO3: Demonstrate basic-level competencies of hula skills</p>	<p>1</p> <p>1</p> <p>1</p>

<p>HWST 230 Hula III: 'Auana</p>	<p>Fall 2017</p>	<p>CLO1: Identify intermediate principles of hula culture</p> <p>CLO2: Apply intermediate technique of hula culture</p> <p>CLO3: Demonstrate intermediate-level competencies of hula skills</p>	<p>2</p> <p>2</p> <p>2</p>
<p>HWST 105 Hawai'i Plant Culture I</p>	<p>Spr 2018</p>	<p>CLO1: Demonstrate an understanding of Hawai'i plants and their environments.</p> <p>CLO2: Identify Hawai'i cultural uses, practices, and/or beliefs associated with Hawai'i plants.</p>	<p>1</p> <p>1</p>
<p><b>“Closing the Loop” Assessed Course Alpha, No., &amp; Title</b></p>	<p><b>Semester assessed</b></p>	<p><b>CLOs assessed (CLO#s)</b></p>	<p><b>PLO alignment (PLO#s)</b></p>
<p>HAW 102 Elementary Hawai'i Language II</p>	<p>Spr 2018</p>	<p>CLO1: Communicate in Hawaiian at a novice high-level.</p> <p>CLO2: Utilize vocabulary and other language skills that integrate work, school, family, land, and language in real life applications.</p>	<p>1, 2</p> <p>1, 2</p>

HAW 202 Intermediate Hawai'i Language II	Spr 2018	<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>1, 2</p> <p>1, 2</p> <p>1, 2</p>
HWST 100 Piko Hawai'i	Spr 2018	<p>CLO1: Describe a relationship of wahi pana (celebrated places) and self</p> <p>CLO2: Identify significant wahi pana of Hawai'i</p>	<p>1</p> <p>1</p>
HWST 103 Hawai'i Art Culture	Spr 2018	CLO1: Demonstrate proficiency in select aspects of Hawai'i art culture	1
HWST 104 Hawai'i Myth Culture	Spr 2018	<p>CLO1: Demonstrate an understanding of significant patterns in Hawai'i myth traditions</p> <p>CLO2: Apply interpretations of Hawai'i myth to self</p>	<p>1</p> <p>2</p>

<p>HWST 131 Hula II: ‘Olapa</p>	<p>Spr 2018</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>1</p> <p>1</p> <p>1</p>
<p>HWST 231 Hula IV: Hu‘elepo</p>	<p>Spr 2018</p>	<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>1</p> <p>1, 2, 3</p> <p>1, 2, 3</p>

**Assessment Strategies**

**For each course assessed in AY17-18 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.

**Course Alpha/#: HAW 101 Elementary Hawai'i Language I**

- Individual Project
- For CLOs 1 and 2, a sample of students' individual projects was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

**Course Alpha/#: HAW 201 Intermediate Hawai'i Language I**

- Individual Project
- For CLOs 1, 2 and 3, a sample of students' individual projects was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

**Course Alpha/#: HWST 101 Hawai'i Culture I: 'Aikapu**

- Final Exam
- For CLOs 1, 2 and 3, a sample of students' final exams was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

**Course Alpha/#: HWST 102 Hawai'i Spirituality**

- Reflection, Individual Project
- For CLOs 1 and 2, a sample of students' reflections and individual projects was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

**Course Alpha/#: HWST 106 Mele Hawai'i**

- Final Exam, Essay, Performance
- For CLOs 1 and 3, a sample of students' final exams and essays was randomly selected for assessment based on a representative percentage of students in each section of the course.
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Not Met
  - 2 – Partially Met
  - 3 – Met
  - 4 – Exceeds
- For CLO 2, students were tasked with performing at the end of semester Hawai'i Life Styles Hō'ike. If students participated in the public performance, then they met the CLO. If they did not participate, then they did not meet the CLO.

**Course Alpha/#: HWST 107 Hawai'i: Center of the Pacific**

- Final Exam
- For CLOs 1, 2 and 3, a sample of students' final exams was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

**Course Alpha/#: HWST 130 Hula I: 'Aiha'a**

- Final Exam, Essay, Performance
- For CLOs 1 and 2, a sample of students' final exams and essays was randomly selected for assessment based on a representative percentage of students in each section of the course.
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Not Met
  - 2 – Partially Met
  - 3 – Met
  - 4 – Exceeds
- For CLO 3, the instructor had students demonstrate basic-level competencies of hula skills through two types of demonstrations. The first was a demonstration of basic-level foot work. The second was a demonstration of dances learned throughout the semester - the average score of both demonstrations determined the student's score.

**Course Alpha/#: HWST 230 Hula III: 'Auana**

- Final Exam, Essay, Performance
- For CLOs 1 and 2, a sample of students' final exams and essays was randomly selected for assessment based on a representative percentage of students in each section of the course.
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Not Met
  - 2 – Partially Met
  - 3 – Met
  - 4 – Exceeds
- For CLO 3, the instructor had students demonstrate intermediate-level competencies of hula skills through two types of demonstrations. The first was a demonstration of intermediate-level foot work. The second was a demonstration of dances learned throughout the semester - the average score of both demonstrations determined the student's score.

**Course Alpha/#: HWST 105 Hawai'i Plant Culture I**

- Final Exam
- For CLOs 1 and 2, a sample of students' final exams was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

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

- Individual Project
- For CLOs 1 and 2, a sample of students' individual projects was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Not Met
  - 2 – Partially Met
  - 3 – Met
  - 4 – Exceeded Standard

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

- Capstone Project
- For CLOs 1, 2 and 3, a sample of students' capstone projects was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

**Course Alpha/#: HWST 100 Piko Hawai'i**

- Reflection, Final Exam
- For CLOS 1 and 2, a sample of students' reflections and final exams was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Developing
  - 2 – Approaching
  - 3 – Achieving
  - 4 – Exceeds

**Course Alpha/#: HWST 103 Hawai'i Art Culture**

- Individual Project, Essay  
(students were tasked with producing an art piece (photo acceptable) and a document describing the steps/protocols required to create said art piece. Together, these products constitute one artifact)
- For CLO 1, a sample of students' artifacts was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

**Course Alpha/#: HWST 104 Hawai‘i Myth Culture**

- Reflection
- For CLOs 1 and 2, a sample of students’ reflections was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Did Not Meet Standard
  - 2 – Developing Proficiency
  - 3 – Met Standard
  - 4 – Exceeded Standard

**Course Alpha/#: HWST 131 Hula II: ‘Olapa**

- Essay, Performance, Reflection
- For CLOs 1 and 3, a sample of students’ essays and reflections was randomly selected for assessment based on a representative percentage of students in each section of the course
- The utilized rubric included a four-part scale with the following categories:
  - 1 – Does Not Meet
  - 2 – Developing Proficiency
  - 3 – Meets
  - 4 – Exceeds
- For CLO 2, students were tasked with a performance of dance. The instructor determined the students’ final performance score.

**Course Alpha/#: HWST 231 Hula IV: Hu‘elepo**

- · Performance, Demonstration, Capstone Project
- · For CLO 1, students were tasked with a performance of dance. The instructor determined the students’ final performance score.
- · For CLO 2, students were tasked with a demonstration of oral articulation. The instructor determined the students’ final demonstration score.
- · For CLO 3, a sample of students’ capstone projects was randomly selected for assessment based on a representative percentage of students in each section of the course
- · The utilized rubric included a four-part scale with the following categories:
  - 1 – Does Not Meet
  - 2 – Developing Proficiency
  - 3 – Meets
  - 4 – Exceeds

### Expected Levels of Achievement

For each course assessed in AY17-18 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 101 Elementary Hawai'i Language I	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HAW 101 Elementary Hawai'i Language I	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.

HAW 201 Intermediate Hawai'i Language I	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HAW 201 Intermediate Hawai'i Language I	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HAW 201 Intermediate Hawai'i Language I	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 101 Hawai'i Culture I: 'Aikapu	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 101 Hawai'i Culture I: 'Aikapu	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 101 Hawai'i Culture I: 'Aikapu	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 102 Hawai'i Spirituality	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.

HWST 102 Hawai'i Spirituality	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 106 Mele Hawai'i	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 106 Mele Hawai'i	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 106 Mele Hawai'i	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 107 Hawai'i: Center of the Pacific	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 107 Hawai'i: Center of the Pacific	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 107 Hawai'i: Center of the Pacific	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.

HWST 130 Hula I: 'Aiha'a	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 130 Hula I: 'Aiha'a	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 130 Hula I: 'Aiha'a	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 230 Hula III: 'Auana	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 230 Hula III: 'Auana	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 230 Hula III: 'Auana	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 105 Hawai'i Plant Culture I	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.

HWST 105 Hawai'i Plant Culture I	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HAW 102 Elementary Hawai'i Language II	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HAW 102 Elementary Hawai'i Language II	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HAW 202 Intermediate Hawai'i Language II	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HAW 202 Intermediate Hawai'i Language II	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HAW 202 Intermediate Hawai'i Language II	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 100 Piko Hawai'i	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.

HWST 100 Piko Hawai'i	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 103 Hawai'i Art Culture	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 104 Hawai'i Myth Culture	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 104 Hawai'i Myth Culture	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 131 Hula II: 'Olapa	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 131 Hula II: 'Olapa	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 131 Hula II: 'Olapa	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.

HWST 231 Hula IV: Hu‘elepo	1	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 231 Hula IV: Hu‘elepo	2	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.
HWST 231 Hula IV: Hu‘elepo	3	The standard for student success is that students will score a 3 or higher on the rubric scoring scale.	The expectation is that 75% of students will meet this standard.

## Results of Course Assessments

For each course assessed in AY17-18 listed above, provide:

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

**Course Alpha/#:** HAW 101 Elementary Hawai'i Language I

### CLO 1

Exceeded 40.63%

Met 40.63%

Partially Met 15.63%

Not Met 3.13%

40.63% of artifacts submitted "Met" the CLO and 40.63% "Exceeded" the CLO.

**STRENGTHS:** The assessment team felt that this artifact is a good way to assess this CLO. Students were able to focus on one of the HAW101 patterns and communicate in as a novice-mid level writer according to ACTFL proficiency guidelines.

**CHALLENGES:** Only 2 of the 6 sections submitted audio with their artifacts - instructors/lecturers should be consistent when collecting artifacts.

### CLO 2

Exceeded 59.38%

Met 28.13%

Partially Met 12.5%

Not Met 0%

12.5% of artifacts "Partially Met" the CLO and 87.5% "Met/Exceeded."

**STRENGTHS:** The assessment team felt that this artifact is a good way to assess this CLO. Students were able to utilize vocabulary and other language skills that integrate work, school, family 'aina, and language in a real life application.

WEAKNESSES: The rubric was too broad making it difficult for assessment team to score artifacts.

**Course Alpha/#:** HAW 201 Intermediate Hawai'i Language I

**CLO 1 and CLO 2**

Exceeded 50%

Met 41.67%

Partially Met 8.33%

Not Met 0%

8.33% of artifacts "Partially Met" the CLO, 91.67% "Met/Exceeded."

STRENGTHS: This artifact allows students to communicate in Hawaiian at an intermediate low-level according to ACTFL proficiency guidelines (based on writing).

WEAKNESSES: Is the word "Communicate" may be too broad in this CLO? Should we include audio as part of communication, or is writing enough?

**CLO 3**

Exceeded 50%

Met 33.33%

Partially Met 16.67%

Not Met 0%

16.67% of artifacts "Partially Met" the CLO, 83.33% "Met/Exceeded."

STRENGTHS: This artifact allowed students to apply and interpret vocabulary and other language skills that integrate work, school, family, land, and language in real life applications through observation.

WEAKNESSES: n/a

**Course Alpha/#:** HWST 101 Hawai'i Culture I: 'Aikapu

**CLO 1**

Exceeded 47.06%

Met 41.18%

Partially Met 0%

Not Met 11.76%

**CLO 2**

Exceeded 41.18%

Met 23.53%  
Partially Met 29.41%  
Not Met 5.88%

**CLO 3**

Exceeded 82.35%  
Met 0%  
Partially Met 11.76%  
Not Met 5.88%

**STRENGTHS**

-Streamlined questions were concise and directly addressed each CLO.  
-The final exam was an effective summative assessment able to address all CLOs with specific question sections. The achievement rubric focuses on the assessment the instructor makes of the artifact, who has complete knowledge of course learning and content, and so is able to give the most realistic assessment of its achievement. As long as the section of the final exam was labeled and the instructors scoring of the questions in that section was made clear, the assessment process was fairly straightforward.

**AREAS FOR IMPROVEMENT:**

-Two instructors used the same questions on their exams. One instructor used a different amount of and different questions.  
-Instructors should provide the percentages achieved since that is what the rubric calls for. I didn't do that. Also, I had to do math for the online artifacts. The more people doing math leaves more room for error.  
-Trying to assess the online artifacts in Lualaba was a little problematic during the first week's Lualaba bugs. Perhaps, having the identified artifacts printed out as physical copies with the rest, with their percentages achieved marked, could eliminate these kinds of issues in the future.  
-As an instructor, I see that the other instructors had much fewer questions in the section addressing CLO 2, and so in the future I might streamline and revise the questions I include for that section.  
-As an instructor too, I deviated from the original assessment plan as far as question types that the other instructors had agreed to include in their final, but when it came to writing my final, I found out of alignment with the exercises and activities we used in our learning process. So, in the future, I would start implementing those kinds of exercises earlier in the curriculum so I would not be introducing new learning exercises for the final exam.

**Course Alpha/#:** HWST 102 Hawai'i Spirituality

**CLO 1**

Exceeded 50%  
Met 28.57%  
Partially Met 7.14%  
Not Met 14.29%

**ANALYSIS:**

CLOs had been revised subsequent to Fall 2017 and new forms of assessment had to be developed during this semester when it was scheduled to be assessed. As a result, a new assignment was developed and implemented for CLO 1. The project guidelines weren't fully developed until part way through the semester.

In addition, the originally submitted assessment plan was also subsequently revised with changes to rubric and artifact collection.

**Section 1 (15160 - Kanahele):**

CLO 1 – 71% within the "Exceeded Standard" and/or "Met Standard" range. Artifacts were individually scored by team members and these scores were totaled to get the average scores that determined outcomes based upon rubric.

**Section 2 (15561 - Flores):**

CLO 1 – 86% within the "Exceeded Standard" and/or "Met Standard" range. Artifacts were pre-graded by instructor and individually scored by team members. Then scores were totaled to get the average scores that determined outcomes based upon rubric.

**Averages of both sections combined:**

CLO 1 – 79% within the "Exceeded Standard" and/or "Met Standard" range.

**STRENGTHS:**

CLO 1 – Overall, the combined average of 79% for both sections met the minimum goal of at least 75% students from both sections having met or exceeded this standard was achieved based upon the artifacts assessed.

**CHALLENGES:**

Assessment Plans - There were some inconsistencies between the two different plans and in the manner the artifacts were to be selected as well as the rubric. The recently developed rubric was utilized. There was also a discussion among the assessment team regarding the inclusion or exclusion of blank artifacts for enrolled student who didn't submit an artifact. It appears that if the assessment includes only those "artifacts submitted", then this is a not a true reflection of the "enrolled students" as identified in the plan under the section, Expectations for Student Achievement.

**CLO 2**

Exceeded 12.5%

Met 18.75%

Partially Met 43.75%

Not Met 25%

**ANALYSIS:**

CLOs had been revised subsequent to Fall 2017 and new forms of assessment had to be developed during this semester when it was scheduled to be assessed. As a result, a new project was developed and implemented for CLO 2. The project guidelines weren't fully developed until part way through the semester.

In addition, the originally submitted assessment plan was also subsequently revised with changes to rubric and artifact collection.

Section 1 (15160 - Kanahele):

CLO 2 – 33% within the "Exceeded Standard" and/or "Met Standard" range. Artifacts were individually scored by team members and these scores were totaled to get the average scores that determined outcomes based upon rubric.

Section 2 (15561 - Flores):

CLO 2 – 29% within the "Exceeded Standard" and/or "Met Standard" range. Artifacts were pre-graded by instructor and percentage scores were used by team members to determine outcomes based upon rubric.

Averages of both sections combined:

CLO 2 – 31% within the "Exceeded Standard" and/or "Met Standard" range.

**STRENGTHS:**

**CHALLENGES:**

CLO 2 – Overall, the minimum goal of at least 75% students from both sections having met or exceeded this standard was not achieved. These results are likely based upon several factors. Because the project guidelines weren't fully developed until part way through the semester, the project could only be implemented in one course. Sufficient time was needed to fully develop and implement a project for assessment. For the other course, an alternative artifact based upon questions from a final exam were utilized for the assessment of CLO 2. However, because the rubric was initially developed based upon a project assessment, it was difficult to apply to questions to a final exam.

Assessment Plans - There were some inconsistencies between the two different plans and in the manner the artifacts were to be selected as well as the rubric. The recently developed rubric was utilized. There was also a discussion amongst the assessment team regarding the inclusion or exclusion of blank artifacts for enrolled student who didn't submit an artifact. It appears that if the assessment includes only those "artifacts submitted", then this is a not a true reflection of the "enrolled students" as identified in the plan under the section, Expectations for Student Achievement.

**Course Alpha/#:** HWST 106 Mele Hawai'i

**CLO 1**

Exceeded 0%  
Met 100%  
Partially Met 0%  
Not Met 0%

100% of artifacts submitted scored within the 'Met' range of CLO 1.

Strengths:

- The Final Exam included different components of communication of mele Hawai'i and in each section it addressed what the students needed to identify and how through this identification they were communicating an understanding of mele Hawai'i.

### **CLO 2**

Met 100%  
Partially Met 0%  
Not Met 0%

100% of students 'Met' this CLO

This CLO should be eliminated. The CLO cannot be assessed as written.

### **CLO 3**

Exceeded 0%  
Met 100%  
Partially Met 0%  
Not Met 0%

100% of artifacts submitted scored within the 'Met' range of CLO 3.

Strength:

- Writing reflections and writing prompts tasked the student to critically think about mele Hawai'i

Challenge:

- Students did not specifically focus on public action of the mele. Public action may need to be further defined by the instructor

- The sample size was really small, but yes, reflective of the total enrolled. Perhaps, the program may reconsider assessing low-enrolled courses

**Course Alpha/#:** HWST 107 Hawai'i: Center of the Pacific

### **CLO 1**

Exceeded 33.33%

Met 6.67%  
Partially Met 53.33%  
Not Met 6.67%

Since the assessment of CLO 1 for artifacts #9-15 could not be assessed due to the type of artifact submitted and the verbiage in the assessment rubric, the artifacts were given a score of 2 - Partially Met, because it was not the fault of the student but the nature of the artifact that did not allow for this CLO to be assessed.

### **CLO 2**

Exceeded 46.67%  
Met 0%  
Partially Met 46.67%  
Not Met 6.67%

Since the assessment of CLO 2 for artifacts #9-15 could not be assessed due to the type of artifact submitted and the verbiage in the assessment rubric, the artifacts were given a score of 2 - Partially Met, because it was not the fault of the student but the nature of the artifact that did not allow for this CLO to be assessed.

### **CLO 3**

Exceeded 66.67%  
Met 13.33%  
Partially Met 13.33%  
Not Met 6.67%

### **STRENGTHS:**

- The final exam set up of assessing the CLOs was good. There is a lot of content in this class. The multiple choice/short answer/essay structuring of the final exam allows students to showcase their knowledge in many of the benchmark areas.
- The "percent of final exam" method on the rubric made it easier to score.
- I thought the final exam was a good summative assessment able to address all CLOs with specific question sections. The achievement rubric focuses on the assessment the instructor makes of the artifact, who has complete knowledge of course learning and content, and as such is able to give the most realistic assessment of its achievement. As long as the section of the final exam was labeled and the instructors scoring of the questions in that section was made clear, the assessment process was fairly straightforward.

### **AREAS FOR IMPROVEMENT:**

- Hard to assess CLOs 1 & 2 in artifacts #9-15 because all of these submissions were essays. CLO 3 addressed in essay.
- Could not assess artifacts #9-15 due to the rubric verbiage.
- Standardize artifact. Instructors of all sections should meet and collaborate on plan. This needs to

happen for Fall 2018 when we close the loop. If we standardize the final exam, exam questions should be reviewed/updated every year to avoid student sharing of exam questions from semester to semester.

- Instructors should provide the percentages achieved since that is what the rubric calls for.
- The one difficulty in the assessment process was that there were two different artifacts, and one of the sets of artifacts did not address all the CLOs, which to me was the largest issue. The artifacts were a paper, in which none of the CLOs were explicit and needed to be read and reviewed thoroughly by the assessors, in search of elements that might satisfy the CLOs. I believe that as long as there were specific sections of questions of an assessment that addressed all the CLOs, the artifact did not need to be the same thing.

**Course Alpha/#:** HWST 130 Hula I: 'Aiha'a

**CLO 1**

Exceeded 85.71%  
Met 14.29%  
Partially Met 0%  
Not Met 0%

The assessment tool was successful and should be used again.

**CLO 2**

Exceeded 28.57%  
Met 57.14%  
Partially Met 14.29%  
Not Met 0%

Overall, assessment artifacts reflected CLOs well. The writing reflection demonstrated basic level articulation through the application of the process of meaning.

The construction of the 'a'ahu should be included as a part of the assessment.

**CLO 3**

Exceeded 85.71%  
Met 14.29%  
Partially Met 0%  
Not Met 0%

**Strengths:**

- This assessment tool allowed for the instructor to provide a clear assessment of students' skills

**Challenge:**

- The CLOs in the course should be reconsidered

**Course Alpha/#:** HWST 230 Hula III: 'Auana

**CLO 1**

Exceeded 25%

Met 50%

Partially Met 25%

Not Met 0%

**Strengths:**

- Overall, students exemplified awareness of cultural principles.
- The questions provided in the final exam addressed the CLO specifically. Students articulated thoughts well.
- Every part of the artifact was able to identify key points of how hula relates to them.

**Challenges**

- There were a few artifacts that missed some key points, but perhaps, this is okay for intermediate work.
- In the final exam, hula-learner process needs to be better explained.
- Students can work on strengthening articulation. Some have a better grasp on English than others.

Overall, the team agreed that the assessment tool and strategy works.

**CLO 2**

Exceeded 20%

Met 60%

Partially Met 20%

Not Met 0%

**Strengths:**

- The actual creation of the 'a'ahu is a technique and could be considered as a part of the the assessment artifact - an application of thought process through a written reflection and demonstration of technique through the making of 'a'ahu
- Students demonstrated knowledge of cultural principles and values. Students were able to recite protocol processes and articulate meaning on an intermediate level

**Challenges:**

- Articulation skills need to be better developed - explain/showcase connectivity and understandings
- Papers could be edited for clarity. Perhaps, consider rough drafts and peer-reviews

**CLO 3**

Exceeded 80%

Met 20%

Partially Met 0%  
Not Met 0%

**Strengths:**

- This assessment tool allowed for the instructor to provide a clear assessment of students' skills

**Challenge:**

- The CLOs in the course should be reconsidered

**Course Alpha/#:** HWST 105 Hawai'i Plant Culture I

**CLO 1**

Exceeded 77.78%

Met 11.11%

Partially Met 0%

Not Met 11.11%

According to all three evaluators in the assessment team, for CLO1, 16 out of the 18 artifacts, or 89% of all of the artifacts evaluated, met the standard.

**CLO 2**

Exceeded 72.22%

Met 16.67%

Partially Met 11.11%

Not Met 0%

According to all three evaluators in the assessment team, for CLO2, 16 out of the 18 artifacts, or 89% of all of the artifacts evaluated, met the standard.

The evaluation process acknowledged and trusted the expertise of the instructor in assessing the student work and depended on the instructor's evaluation and scoring.

The evaluation process for the assessment team was fairly simple and straightforward, as far as evaluating student achievement from the table that delineated student scores achieved out of total possible points for the question sections that addressed each CLO. From the table, it was easy to discern whether the artifact score met standards or not.

An issue with this method is that evaluators of the assessment team do not necessarily get a feel of quality of student work. A copy of exam questions were not available for all of the evaluators of the assessment team which may have given a better feel of course content. One evaluator expressed that this could have been addressed perhaps with included samples of graded exams or the course calendar or an example of expectations for the short answer question section to better understand how the instructor

graded student's answers.

Another suggestion was a refinement of the percentages in the rubric, for example, adjusting the Exceeds Score range to be anything within the 95%-100%, and the Meets Score range to be from 70%-94%.

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

### **CLO 1**

Exceeded 75.76%

Met 18.18%

Partially Met 3.03%

Not Met 3.03%

-60 students were enrolled in HAW102. Of the 60 students, 52 artifacts were received; 33 (60%) were assessed. The artifacts were assessed using a rubric created by the lead writer and approved by Hawaiian language instructors.

-Of the 33 artifacts that were assessed, 94% scored Met-Exceeded.

-Of the 33 artifacts that were assessed, 6% scored either Partially Met or Not Met. The artifact which scored "Partially Met" received the following scores from each evaluator: 1 + 2 + 3, averaging a 2. The artifact which scored "Not Met" received the following score from each evaluator: 1 + 1 + 2, averaging 1. Both these scores were a result of major errors in grammar.

-Strengths: Artifact is an excellent tool to measure CLO1, Communicate in Hawaiian at a novice high-level, in which students are able to recombine learned structures to create simple sentences.

-Challenges: Rubric should be amended to address artifacts that are missing translations and that Hawaiian should match English translation. For those artifacts missing translation, it was hard to assess communication at novice high-level.

### **CLO 2**

Exceeded 66.67%

Met 30.3%

Partially Met 3.03%

Not Met 0%

-60 students were enrolled in HAW102. Of the 60 students, 52 artifacts were received; 33 (60%) were assessed. The artifacts were assessed using a rubric created by the lead writer and approved by Hawaiian language instructors.

-Of the 33 artifacts that were assessed, 97% scored "Met-Exceeded".

-Of the 33 artifacts that were assessed, 3% scored "Partially Met" (no artifact scored "Not Met"). The artifact which scored "Partially Met" received the following scores from each evaluator: 1 + 1 + 3, averaging a 1.6. This score was a result of major errors in vocabulary & spelling

-Strengths: Artifact is an excellent tool to measure CLO2, Utilize vocabulary and other language skills that integrate work, school, family, land and language in real life applications, in which students are able to chose vocab that is adequate for a simple 'ōlelo no'eau based on real-life observational skills, although vocab may not be an appropriate lexical item and there may 1-3 spelling errors.

-Challenges: Rubric should be amended to address artifacts that are missing 'ōlelo no'eau and/or the explanation paragraph. For those artifacts missing parts of the assignment, it was hard to assess vocabulary choice.

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

### **CLO 1**

Exceeded 52.63%

Met 10.53%

Partially Met 5.26%

Not Met 31.58%

-23 students were enrolled in HAW202. Of the 23 students, 19 artifacts were received and assessed. The artifacts were assessed using a rubric created by the Hawaiian language instructor.

-10/19 (52.6%) artifacts scored Exceeded.

-2/19 (10.5%) artifacts scored Met.

-1/19 (5.2%) artifacts scored Partially Met. This students grammar is developing and almost met the outcome.

-6/19 (31.5%) artifacts scored Not Met. The reasons for these 6 students not meeting outcome includes: 1) two students submitted draft but not submit a final and give presentations, 2) two students submitted final myths but did not give presentations, 3) the grammar of two students did not meet intermediate mid-level.

-Strengths: Artifact is an excellent tool to measure CLO1, Communicate in Hawaiian at a intermediate mid-level, in which students are "able to write short compositions whose style resembles oral discourse" and students' "speech may contain pauses and self-corrections. In spite of limitations of pronunciations, understood by native speakers." One evaluator wrote that scoring system is easy to understand and score.

-Challenges: Rubric created by instructor scored assessments on a 1-5 scale, rubric should be set as a 1-4 scale to match campus lab reporting. 2/6 of artifacts that received "Not Met" were due to students submitting a draft but not final paper. Drafts were evaluated by instructor to see that students' paper included an intro, rough, draft, and conclusion, but draft not given to assessment team, so grammar level could not be assessed. In the future, do not include these submissions as an artifact.

### **CLO 2**

Exceeded 57.89%

Met 15.79%

Partially Met 15.79%  
Not Met 10.53%

-23 students were enrolled in HAW202. Of the 23 students, 19 artifacts were received and assessed. The artifacts were assessed using a rubric created by the Hawaiian language instructor.

-11/19 (57.8%) artifacts scored Exceeded.

-3/19 (15.7%) artifacts scored Met.

-3/19 (15.7%) artifacts scored Partially Met.

-2/19 (10.5%) artifacts scored Not Met. These artifacts did not meet outcome because these two students submitted draft but did not submit a final and give presentations. The grammar level of the drafts were not given to the assessment team so they were not able to score these artifacts for this CLO.

73.5% of artifacts demonstrated Met-Exceeded. If the two "Not Met" who submitted drafts but not finals were not included as artifacts, then 14/17 artifacts (82.3%) would have demonstrated Met-Exceeded.

-Strengths: Artifact is an excellent tool to measure CLO2, Demonstrate an understanding of the grammatical and structural aspects of Hawaiian.

-Challenges: Rubric created by instructor scored assessments on a 1-5 scale, rubric should be set as a 1-4 scale to match campus lab reporting.

### **CLO 3**

Exceeded 84.21%

Met 5.26%

Partially Met 0%

Not Met 10.53%

-23 students were enrolled in HAW202. Of the 23 students, 19 artifacts were received and assessed. The artifacts were assessed using a rubric created by the Hawaiian language instructor.

-16/19 (84.2%) artifacts scored Exceeded.

-1/19 (5.2%) artifacts scored Met.

-0/19 (0%) artifacts scored Partially Met. This students grammar is developing and almost met the outcome.

-2/19 (10.5%) artifacts scored Not Met. The reasons for these 2 students not meeting outcome is that they submitted a draft but did not submit a final. Assessment team was able to assess their vocabulary usage.

-Strengths: Artifact is an excellent tool to measure CLO3, Apply and interpret vocabulary and other language skills that integrate work, school, family, land, and language in real life applications.

-Challenges: Rubric created by instructor scored assessments on a 1-5 scale, rubric should be set as a 1-4 scale to match campus lab reporting.

**Course Alpha/#:** HWST 100 Piko Hawai'i

### **CLO 1**

Exceeded 3.03%

Met 30.3%

Partially Met 36.36%

Not Met 30.3%

For CLO 1, thirty-three (33) artifacts represented 40% of submitted artifacts for four instructor sections.

Eleven (11) out of the thirty-three artifacts assessed for CLO1 scored within the 3-Achieving and 4-Exceeds range for a total of 34% of the representative sample that met expectations. (Compared to 88% of the representative sample that met expectations during the initial assessment [43% decrease]).

#### Strengths

Artifacts were labeled from the instructor of the course section either by ‘ohe kāpala reflection (R) or Final Exam (F). This system allowed for easier organization of numerous artifacts and also allowed valuable feedback on whether specific instructors are meeting expectations.

For CLO 1, majority of the artifacts were well done and articulate. Students showed that they learned about wahi pana and were able to demonstrate a personal connection.

#### Challenges

For CLO 1, majority of students did not list or provide details on cultural and natural landmarks, which resulted in lower scores based on the rubric. While the prompt did state that students needed to list prominent features of their selected wahi pana, only the rubric stated natural and cultural landmarks specifically.

The kāpala instructions were inconsistent – some courses required ‘ohe while others had an option of ‘ohe or lau kāpala. However, this did not affect the scoring.

### **CLO 2**

Exceeded 45%

Met 32.5%

Partially Met 10%

Not Met 12.5%

#### Strengths

Artifacts were labeled from the instructor of the course section either by ‘ohe kāpala reflection (R) or Final Exam (F). This system allowed for easier organization of numerous artifacts and also allowed valuable feedback on whether specific instructors are meeting expectations.

For CLO 2, instructors provided the score for the final exam making it easy for the assessment teach to measure against the rubric.

#### Challenges

For CLO 2, one instructor changed the format of the final exam. Luckily, it did not affect the scoring but any deviations from approved prompt should be approved prior to assessment of the artifact.

#### **Course Alpha/#:** HWST 103 Hawai'i Art Culture

##### **CLO 1**

Exceeded 47.22%

Met 30.56%

Partially Met 19.44%

Not Met 2.78%

-Art pieces should be evaluated separately. Some pieces looked as if they were executed successfully, but the written piece was not done well. This makes it difficult to score when the two are being assessed as one artifact.

-Some evaluator's scores reflect that no picture was submitted, even though the written piece of the artifact would score as a 4.

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

##### **CLO 1**

Exceeded 10.71%

Met 71.43%

Partially Met 3.57%

Not Met 14.29%

Artifacts were collected from six sections.

A total of 28 artifacts were randomly selected for assessment.

Assessment of artifacts were conducted by an assessment team of three individuals consisting of two faculty members and one student worker. Assessment scores were assigned using a rubric template developed and approved by HWST instructors, considering recommendations from the Hawai'i Community College Assessment Coordinator.

The rubric template consisted of a four-part scale.

The goal of 75% of artifacts assessed with a score of 3 or higher was met.

The assessment team agreed that artifacts collected from one section did not speak to the CLOs at all. It is suggested that this instructor aligns their assignment with the rest of the sections.

In comparison to the initial assessment, on average, students are able to identify the 4 Hs of myth and also explain their reasoning.

**CLO 2**

Exceeded 3.57%

Met 71.43%

Partially Met 10.71%

Not Met 14.29%

Artifacts were collected from six sections.

A total of 28 artifacts were randomly selected for assessment.

Assessment of artifacts were conducted by an assessment team of three individuals consisting of two faculty members and one student worker. Assessment scores were assigned using a rubric template developed and approved by HWST instructors, considering recommendations from the Hawai'i Community College Assessment Coordinator.

The rubric template consisted of a four-part scale.

The goal of 75% of artifacts assessed with a score of 3 or higher was met.

The assessment team agreed that artifacts collected from one section did not speak to the CLOs at all. It is suggested that this instructor aligns their assignment with the rest of the sections.

In comparison to the initial assessment, on average, students are able to identify the 4 Hs of myth and also explain their reasoning.

**Course Alpha/#:** HWST 131 Hula II: 'Olapa

**CLO 1**

Exceeded 80%

Met 20%

Partially Met 0%

Not Met 0%

5 artifacts were received. This number reflects 100% of students enrolled at the time of assessment.

Assessment of artifacts were conducted by the HWST 131 instructor.

The expectation that at least 75% of artifacts assessed will score a 3 or higher was met.

**CLO 2**

Exceeded 80%

Met 20%

Partially Met 0%

Not Met 0%

5 students were assessed. This number reflects 100% of students enrolled at the time of assessment. An in-person assessment was conducted by the HWST 131 instructor.

The expectation that at least 75% of artifacts assessed will score a 3 or higher was met.

**CLO 3**

Exceeded 80%

Met 20%

Partially Met 0%

Not Met 0%

5 artifacts were received. This number reflects 100% of students enrolled at the time of assessment. Assessment of artifacts were conducted by the HWST 131 instructor.

The expectation that at least 75% of artifacts assessed will score a 3 or higher was met.

**Course Alpha/#:** HWST 231 Hula IV: Hu‘elepo

**CLO 1**

Exceeded 60%

Met 40%

Partially Met 0%

Not Met 0%

5 students were evaluated. This number reflects 100% of students enrolled at the time of assessment. Assessment was conducted by the HWST 231 instructor.

The expectation that at least 75% of artifacts assessed will score a 3 or higher was met.

This CLO does not include proficiency of dances learned in the fourth semester. As currently written, the CLO only reflects dances learned in the first three semesters of hula. Consider revising to reflect current course.

**CLO 2**

Exceeded 100%

Met 0%

Partially Met 0%

Not Met 0%

5 students were assessed via oral presentation This number reflects 100% of students enrolled at the time of assessment. Assessment of artifacts were conducted by the HWST 231 instructor.

The expectation that at least 75% of artifacts assessed will score a 3 or higher was met.

**CLO 3**

Exceeded 100%

Met 0%

Partially Met 0%

Not Met 0%

5 artifacts were received. This number reflects 100% of students enrolled at the time of assessment. Assessment of artifacts were conducted by the HWST 231 instructor.

The expectation that at least 75% of artifacts assessed will score a 3 or higher was met.

**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 AY18-19**

**Describe the program’s intended next steps to improve student learning, based on the program’s overall AY17-18 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

Our program continues to assess Course Learning Outcomes, institutional and program alignments, course descriptions, course topics and course offerings to improve instructional and program assessment practices.

For AY18-19, the program will continue current assessment plan of course review. Once our

current assessment schedule/plan is complete, the program will submit any additional program/course modifications that are needed to improve our academic program and create a new assessment schedule that isn't as intensive but will still uphold the AA HWST academic integrity and rigor.

Overall, our program will address needs to maintain and improve consistency in areas including but not limited to collection of artifacts, assessment rubrics, reporting, etc.

**The Assessment Schedule for AY18-19 is:**

Fall 2018:

HAW 101 - Close the Loop

HAW 201 - Close the Loop

HWST 101 - Close the Loop

HWST 107 - Close the Loop

HWST 130 - Close the Loop

HWST 230 - Close the Loop

Spring 2019:

HWST 100 - Close the Loop

HWST 105 - Close the Loop

HWST 201 - Initial

**Assessment completed for the following courses:**

HAW102

HAW201

HWST101

HWST103

HWST104

HWST 107

HWST131

HWST231

**Once all HAW and HWST courses are assessed in this cycle, a new assessment schedule will be created.**

## 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:

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General Funds	= \$	_____
Federal Funds	= \$	_____
Other Funds	= \$	_____
Tuition and Fees	= \$	_____

### External Data\*

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If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_

Number passed \_\_\_\_\_

\*This section applies to NURS only.