

HAWAI`I COMMUNITY COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW TEMPLATE

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July 1, 2012 to June 30, 2013

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

N/A

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

Pg. 74 The Hawai'i Life Styles (HLS) Associate of Applied Science (A.A.S.) degree focuses on particular native Hawaiian occupations that supported a vibrant, sustainable, highly scientific, and spiritually balanced island population years prior to Western contact.

Program Learning Outcomes (New PLO passed by the Faculty Senate Dec. 2013 to be included in following year's Annual)

The HLS degree prepares students to quantify and qualify their relationship to their community. The program educates students to promote, with confidence, the uniqueness of this land, the ocean, and its people. The HLS student learner outcomes encapsulate the ideals and philosophy of HawCC's Liberal Arts program student learner outcomes.

What the program does: We serve, we make meaning, we create. We now offer 6-academic degrees (2 newest A.A. additions forthcoming) and 1-academic subject certificate. We re-create indigenous wisdom as engaging, enabling and contemporary curriculum and teach that curriculum in the context of today's society. We advocate for the health & wellbeing of our island home. We include the families of our students, our faculty and our staff, the college community, community leaders, business, landowners, educators, sciences, and global communities in our teaching in every possible way AND we find the resources to do it. We encourage our employees to get their higher degrees and create ways within their current positions to make a positive difference in our college & community. We engage several hundred school aged children through our tracks each year. We have our own learner success program, Paepae Ohua, adding new initiatives each year. We each have a number of personal cultural/educational/scientific connections in the community (local, state, national, global) who we advocate our program to. We have international pretisege because of decades of the good works of a few HLS faculty. We treat our colleagues in POM, ACS, Bus. Office, etc. with the same aloha and respect in which we treat our administration and faculty. We are disbursed throughout the college & system participating in roles that help improve the UH system towards achieving our strategic outcomes. We offer the most "meaning making" and college unifying activities for all colleagues than any other single program of the college. We are constantly providing and advocating professional/personal development opportunities for our program faculty & staff and sharing those opportunities with other college people. HLS faculty are engaged in the larger cultural/educational/science/social justice/scholarly

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discussions and movements outside of the college--so that we bring "real world" knowledge, changes, movements into our subject area. We are never satisfied with classroom learning as the means and the end to LEARNING, therefore orienting our students to island, local, state, national, and global communities is our goal in educating the whole person.

Who the program serves: I Ola Haloa's image of our sphere of service is large and includes the kanaka (human & social interactions) and nature (ecological interactions). We serve: 1) the tuition paying student, 2) graduates of our program who continue their education, 3) HLS program faculty & staff, 4) all other instructional disciplines, departments, and units at UHH and HawCC interested in incorporating Hawaii worldview/practice into their programs (like Culinary, CAD, Construction, TCBES, Pharmacy, Kinesiology, select English faculty, etc.), 5) tuition paying HawCC & UH students, faculty, staff and administration, 6) non-tuition paying (other workshops) UH & HawCC faculty, students, staff and administration, 7) families of our learners, 8) community individuals, families and organizations (like Hawaii island (and other) high schools, elementary schools, intermediate schools, charter schools, visiting colleges, visiting HawCC guests, retirees, new hires, student services, chamber of commerce, the mayor's office, non profits, large land owners, the conservation/natural/cultural resources communities, businesses, federal agencies, state agencies, global communities, scholars from other Universities and Colleges, 9) UH system initiatives, faculty, staff & administration. The programs, workshops, personal/programmatic services available to our constituencies are instructional. We provide brief/extended instruction, consultation, curriculum, facilitation, mediation, Hawaii protocols, keynote speeches, plenary discussion & participation, workshops, retreats, large gatherings, graduation ceremonies, and a range of services directly related to Hawaii Life Styles; and, 10) we serve 1-9 in tandem with & in constant interaction with our wahi pana, our "pulsing places" in the Hawaii environment.

Describe the program's achievements: Our achievements are reflected in our contributions and the people we serve. In the period of July 2012-June 2013, HLS (due to the creative work of key faculty, staff) HLS highlights include:

- 1) Convened a intercampus committee to strategically modify student services infrastructure
- 2) Paepae Ohua added services
- 3) Represented HawCC & the University at the Smithsonian in 2012 and in 2013
- 4) Represented HawCC & the University at the IUCN conference in Jeju
- 5) Accomplished the AA degree in Hula in Spring of 2013, and then the AA degree in Lawai'a & Mahi'ai in Fall of 2013
- 6) Completed the initial Hawaii Papa O Ke Ao template for comprehensive inventory
- 7) Initiated the first Mamoa, Hawaii graduation ceremony for Kona campus in 2013
- 8) Hosted over 50 Kipaepae, large and small, on behalf of the HawCC
- 9) Secured 1 more year of grant awards for 2013-2014 for three grants
- 10) Served in College Council Leadership
- 11) Served in Liberal Arts Leadership
- 12) Served in Faculty Senate Leadership
- 13) Served in System Leadership for the Hawaii Papa O Ke Ao plan

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Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

I Ola Haloa Mission: For the mutual benefit of the natural and the human environment of Hawai'i, the mission of the Hawai'i Lifestyles Program is to expose and cultivate learners, their families, and their community, to their fullest potential through a deep and relevant experience in Hawai'i traditional and contemporary life ways for learners to be able to contribute their new and reclaimed knowledge to the ecological, economic, and social health of our Hawai'i island, state, and global communities alike.

Describe how this program supports the College's mission.

Our program's curriculum, instructional style, and the way the program conducts business is as conducive to the Hawaii island culture & landscape as we can possibly be within the constructs of the UH system. The way we teach, lead, learn, innovate is inherently embedded in our unique Hawaii island culture. E Imi Pono IS "cultivating learners to achieve their fullest potential. The assessment of whether or not we've excited our learners is whether or not the people & places with whom our students come into contact, at the UH Hilo, at their jobs, or in their families, have benefitted from what our students can offer them. Besides serving a diverse population of learners in the community at large, we also serve a diverse population within our own community college & UHh communities.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

HLS curriculum for academic degrees is embedded with multiple learning opportunities. And so, learners are practiced in both the ability to communicate verbally, virtually, and in written

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form with the instructor, but are also challenged to communicate in social-group activities. Learners are also encouraged to communicate retrospectively and reflectively through narrative reflections, poetry, and by asking themselves and their spirit about why what they are learning is meaningful. This occurs in all track and non-track courses, and non-credit activities such as Wahi Pana, workshops, pamamao, and Haakumalae activities. All learners' communication skills, inter, intra, extra are exercised verbally, written, photographically, poetically, and musically.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

Programmatic activities such as track courses, 200-level course work, Haakumalae, Pamamao, workshops, and wahi pana are good examples of teaching & learning to problem solve, make decisions, and overcome challenges. Realistically, no one can teach this if the learner is not habituated towards the behaviors by which any individual can accomplish overcoming challenges, solving problems and making decisions. What our faculty does is align learner's challenges with the curriculum and present & practice the Hawaii process/methodology for reaching their potential. And so we don't just teach the material, we explicitly teach HOW THE SUBJECT MATTER IS RELEVANT & MEANINGFUL TO THEM NOW. We include and embed and other processes that are relevant to the curriculum and life. Our I Ola Haloa (HLS) staff (via our services) tends to ILO-2 by providing the tools to help overcoming challenges, solving problems and making decisions via excellent supplemental support, advising, resources, tutoring, technology loans, peer mentoring, orientation sessions, family orientations, etc.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

By the nature of our program, everything we do is oriented and anchored in Hawaii life ways. Hawaii life ways inherently includes the reciprocal developing and contributing of knowledge, skills, and values. Including EVERYONE (diversity) is a hallmark of authentic Hawaii beliefs, practices, and values in education. What we do and what we train our staff & faculty to do is HOW TO MAKE THE LEARNING MEANINGFUL, to everyone in 2013.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Healthy

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Demand -- Healthy

This has been a consistent health call overtime due mainly to the high value-added and relevancy of the content to the Hawaii community. Also, with the UH system focus on native Hawaiian attainment and success, the evidence is that more faculty & staff are now enrolling as part-time, repeat, students to learn a process for native Hawaiian attainment. The forthcoming data that may change data elements 3, 4, & 7, is the data for the new AA-Hawaiian Studies (hula) program. The popularity of HLS course is moderately owed to the fact that our courses do not have pre-requisites, essentially open-door.

There is still some work to be done by the program that effectively aligns HLS with an expanded view of our CIP/SOC, that is what it is the major can contribute to the workforce, current and emerging.

Efficiency -- Healthy

We do have a very comfortable and responsive learning environment given the fact that some of our track classes are under enrolled. The popularity of our pre-requisite free 100-level HLS courses contributes to our fill rate. However, if full time instructorship and learners are indeed enjoying a very tolerable instructor:learner ratio, assumably, we should be looking at proportionately balanced "effectiveness" data. Hmmmm....

Effectiveness -- Cautionary

This indicator is a little alarming. Although we can consider contributing factors like: graduation, early transfer, learners needing to work, learners changing majors, and the like, we have to ask ourselves the question of why our withdrawals are so high, and why persistence is still low. Another contributing factor could be the open-door accessibility of HLS courses to the general population. Many times this translates to learners "easy A", when in fact the course work, expectations, and modality of learning is rigorous. Only anecdotal data indicates this.

In anycase, our cautionary indicator is concerning, first, due to the fact that HLS has spent lots of time, money, and energy in learner support strategies and services. Our data elements also beg the question of instructional pedagogy. Is our instruction (Hilo & Kona) adequately supporting learner outcomes? Is our perception of HLS strategies for success REALLY serving our learners? Do we need to focus on finding relevant job opportunities for learners? Are we doing our best in terms of creating transferable programming?

Our attention in the next year ought to be focused on these questions.

Distance Education: Completely On-Line Classes

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If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

Our DE data has been consistently good every since we began offering DE courses. The increase in persistence & successful completion and the decrease in withdrawals indicates that the work that ITSO does in better preparing instructors & learners for DE is working. Additionally, persistence & completion data shows that our DE instructorship is on the ball. HLS has been discussion the potential of hiring a full time on line instructor for the past 3-years. This may be in our next request for funds (G or F). In light of a dedicated DE faculty we also realize that we will seriously need to submit a substantive change proposal. We are trying a new course on line next semester. It's the HwSt 103, 1-credit, Hawaii Art Culture course.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

N/A

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

N/A

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

| Program Actions | Progress Evaluation |
|--|---|
| 1. Complete curriculum modifications to strengthen HLS Lawai'a, Mahi'ai and Hula tracks, making them true terminal degrees | No longer applicable. "True" terminal HLS degrees are no longer a focus due to the self-assessment/accreditation process wherein below 100-level courses are undesirable. DELETE |
| 2. Perform comprehensive assessment of current Lawai'a and Mahi'ai AAS degree curriculum, modifying them if appropriate to provide transfer options and/or make them sustainable | Program faculty will have a 2-day retreat over the Fall 13 break to perform this assessment and make decisions for the sustainability of these tracks. Prior to Fall 11, HLS program decided to only offer Mahi'ai & Lawai'a in 2-year cycles, to effectively teach out students, without beginning new cohorts. We are currently in our 2 nd cycle. The |

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| | <p>including 3-APT positions, 5-instructor positions, 1-program coordinator position, the AAS degree program, the Haakumalae protocols program, and video conferencing just to name the more significant contributions, a number of relationships, operations, etc. We will convene meetings to discuss institutionalization of programs/positions in the Sp14 semester.</p> |
| <p>7. Improve data-based decision making for Native Hawaiian initiatives by incorporating grant outcomes, Strategic Plans, Hawaii Papa O Ke Ao and other institutional data studies for end users to utilize in programmatic and institutional decision making</p> | <p>IOH program has raised the issue of having 1-person organizing data for easy access for decision making and reporting. We are currently expanding the PD for one of vacant, g-funded, APT positions, to include the data organization, harvest, organizing, synthesis piece of IOH/HLS.</p> |
| <p>8. Seek and develop internships</p> | <p>This action goes hand in hand with no. 4 action above. Having a dedicated person within the program is a next action step towards this end. Currently, individuals in the program recognize that internship is an important economic/learning opportunity for our learners. Individuals make connections in the community and with other UH programs to make internships a regular part of our educational practice. A program effort would be more effective for our learners and for our community.</p> |
| <p>9. Seek Board of Regents approval for a Hawaiian Studies AA Degree</p> | <p>Done (Fall 2013, AA for two more tracks pass the faculty senate)</p> |

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

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|--|
| <p>1. AA-Hawaiian Studies at UHCC's system wide is approved. AA-Hula, first semester begins Fall 2013. Next action is seek permanent status.</p> |
| <p>2. HLS program learner outcomes modified from 7-PLOs to 4-PLOs submitted & approved in F13. Next action is to implement 5-yr assessment plan.</p> |
| <p>3. HLS gains renovated Office of Transformation</p> |

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Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

| Strengths | Using supporting evidence, describe why this is a strength |
|--|--|
| S1. Demand for HLS courses across SSH's relatively high | Data element over time maintains a steady incremental increase year after year. As the no. of courses offered is directly proportionate to the no. of SSH's in all program classes. High value added and relevance to community lifestyle is a major factor. This is a strength that shows us that Hawaii Life Ways is a |
| S2. Efficiency indicators show that HLS instructor:student ratio, for majors, affords learners a responsive learning environment | The numbers indicate that learners are receiving individualized attention in courses. This is a strength mainly due to the institutionalization of capacity building federal funding. |
| S3. Online learning is feasible for learners | This numbers and the efficiency of the delivery of online courses shows us that: 1) we need to dedicate full time faculty to this modality, 2) we need to dedicate time and energy to accrediting an online HLS degree/cert. offering, 3) low number of withdrawals and high no. of completion and persistence indicates that the online orietation/support by ITSO is working, and that our learners & instructors are getting more comfortable in the virtual format |

| Weaknesses | Using supporting evidence, describe why this is a Weakness |
|--|---|
| W1. Attention to SOC/CIP codes & workforce development | Although our demand is healthy, attention by program leadership to more accurately align HLS with most appropriate CIP/SOC will result in a deeper analysis of our offerings in terms of workforce development across all possible classification. This is a weakness in terms of clearly articulating to ourselves and the community about what we are doing now and how we need to improve. |
| W2. High withdrawal/low persistence | Effectiveness indicators reveal that although HLS (via federal grants) has expended much time, energy, and money on a variety of learner support strategies and teacher support tools, our withdrawals are higher than |

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| | the last 2-years, and persistence lower than the last 2-years. We can consider contributing factors in the analysis, but this is still concerning. |
| W3. | |

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

| Program Action 1 | | ILO Alignment (select up to 3) | Strategic Plan Alignment (select best alignment; max 3) | | UH System Collaboration |
|--|---------------------|-----------------------------------|--|-----------------|-------------------------|
| | | | Performance Measure | Action Strategy | |
| Plan for Tribal College Accreditation by WNHEC | Program Development | ILO 3 | A1.1 | New Strategy | |
| | Underserved Popula | ILO 3 | A1.1 | New Strategy | |
| | Green Curricula | ILO 3 | A1.1 | New Strategy | |

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

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|--|
| 1. Tribal College Accreditation will add to the value of our program in terms of resources available to us and in terms of operating under another set of criteria that is more in alignment with our programmatic epistemology. |
| 2. |
| 3. |

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Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Aligns to: AMP - underserved populations, program development and green curricula; ILO no. 3, and strategic plan A.1.1-4. the strategic plan indicates the "who" are the underserved populations. HLS maintains that Hawaii Life Styles curriculum engages and enables all learners, therefore further program development is advantageous. HLS is a green curricula because the 2-most important communities we serve is the Hawaii island landscape & the Hawaii island kanaka, and the most important message we teach is if one is healthy the other is healthy.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

| Activity(ies) | When will the activity take place |
|---|--|
| Example: Nursery design development Shade replacement Irrigation design and installation | September 2014 Fall 2014 Spring 2015 |
| Meet with HawCC leadership and other governance bodies to seek support; meet with other UH institutions/programs for support; ID HLS driver of this process | January 2014 |
| ID WNHEC process; seek consultation if necessary; staff to meet & draft plan | March 2014 |
| Draft document/plan | April 2014 |
| Attend WNHEC meeting in May 2014 in Honolulu; gather feedback/advise | May 2014 |
| | |
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| Program Action 2 | | ILO Alignment (select up to 3) | Strategic Plan Alignment (select best alignment; max 3) | | UH System Collaboration |
|--------------------------------|---------------------|-----------------------------------|--|-----------------|-------------------------|
| | | | Performance Measure | Action Strategy | |
| Implement new assessment cycle | Program Development | ILO 1 | A1.1 | New Strategy | |
| | Workforce | ILO 2 | A1.1 | New Strategy | |
| | Graduation | ILO 3 | A1.1 | New Strategy | |

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Narrative of New Action Strategy for Strategic Plan:

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| 1. Implement new assessment cycle using the recently approved SLOs |
| 2. |
| 3. |

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

| |
|---|
| Improved assessment increases program's effectiveness in terms of whether or not we are servicing our learners to move towards completion and subsequent employment. This aligns with all three ILOs for the simple fact improving our program will cultivate prepared learners; this aligns with more than A1.1-4, but is especially focused on our native hawaiian population and other underserved people. |
|---|

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

| Activity | When will the activity take place |
|--|-----------------------------------|
| Modify SLOs matrix for all 32 Haw/HwSt courses; input in syllabus templates | Sp14 |
| In reference to HLS 5-year assessment plan, create detailed 5-yr schedule based on new slos & assign artifact collection | |
| Convene assessment team & assess, evaluate and report findings | end Sp14 |
| | |
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| | |

| Program Action 3 | | ILO Alignment (select up to 3) | Strategic Plan Alignment (select best alignment; max 3) | | UH System Collaboration |
|--|---------------------|-----------------------------------|--|-----------------|-------------------------|
| | | | Performance Measure | Action Strategy | |
| Assess, analyze, and interdisciplinaryize HLS tracks' curricula in terms of their potential to engage STEM fields into | Program Development | ILO 1 | A1.1 | New Strategy | |
| | Stem | ILO 2 | A1.1 | New Strategy | |
| | Workforce | ILO 3 | A1.1 | New Strategy | |

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| the Hawaii core, workforce & internship dev., and a healthy hawaii | | | | | |
|--|--|--|--|--|--|

Narrative of New Strategy for Strategic Plan:

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|--|
| 1. What if we engaged STEAM fields in the Hawaii process |
| 2. |
| 3. |

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

| |
|---|
| This aligns to program dev, STEAM, & workforce/internship development priorities, to ILO 1-3, and to, but not limited to, Strategic plan A1.1-4 because the interdisciplinaryization of curricula between HLS & steam areas will enhance learner relevance towards the global movement of sustainability & indigenous cultures. |
|---|

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

| Activity | When will the activity take place |
|--|-----------------------------------|
| Examine the possibilities of interdisciplinarity of hula, mahi'ai and lawai'a and other areas | April 14 |
| Examine current & emerging workforce & internship opportunities that demonstrated the interdisciplinarity of the above | June 14 |
| Funding | Mar 14-Dec 14 |
| Document findings | Mar 14-Aug 14 |
| | |

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

| Perkin's Indicator | Action Plans | When will the activity take place |
|--------------------|--------------|-----------------------------------|
| 1P1 | | |

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Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

| Cost Item 1 | Type | Cost | Strategic Plan Alignment (select best alignment; max 3) | | Academic Master Plan Alignment (select best alignment; max 3) | Strength | Weakness |
|---|-----------|-------|--|-----------------|--|--------------------|--------------------|
| | | | | Action Strategy | Program Action from AMP (ie 4.3) or write "New Strategy" | From Part II above | From Part II above |
| 3-HLS FTE instructors; 1 Hawaiian language, 1-DE, and 1-Kona Instructor | Personnel | 216kK | A1.1 | New Strategy | new | S1 | None |
| | | | A1.1 | New Strategy | | S3 | None |
| | | | A1.1 | New Strategy | | None | None |

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

First we would like to align with all 2-yr and 4-yr language practices. Our DE demand, effectiveness and efficiency indicates the potential for this position. Kona and west Hawaii is our fastest developing space on this island, with the least amount of NH/underserved populations actually enrolled in higher education opportunities. Yet, Kau, Kohala, Kona have a high density of rural native Hawaiian & underserved populations, the highest unemployment & drug rate. By engaging these populations with more resources, HLS can help.

| Cost Item 2 | Type | Cost | Strategic Plan Alignment (select best alignment; max 3) | | Academic Master Plan Alignment (select best alignment; max 3) | Strength | Weakness |
|--|-----------|------|--|-----------------|--|--------------------|--------------------|
| | | | | Action Strategy | Program Action from AMP (ie 4.3) or write "New Strategy" | From Part II above | From Part II above |
| 3-HLS/Native Hawaiian FTE counselors; 1-Hilo for 2 | Personnel | 216K | A1.1 | New Strategy | | S2 | W2 |
| | | | A1.1 | New Strategy | | None | None |
| | | | A1.1 | New Strategy | | None | None |

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|---|--|--|--|--|--|--|--|
| year degrees; 1-Hilo for transfer; 1- Kona | | | | | | | |
|---|--|--|--|--|--|--|--|

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Meeting priorities by dedicating counseling faculty to NH/underserved learners AND to the deeper study of our particular phenomenon of persistence & graduation .

| Cost Item 3 | Type | Cost | Strategic Plan Alignment (select best alignment; max 3) | | Academic Master Plan Alignment (select best alignment; max 3) Program Action from AMP (ie 4.3) or write "New Strategy" | Strength | Weakness |
|---------------------------------------|-----------|------|--|-----------------|--|----------|----------|
| | | | | Action Strategy | | | |
| 1 Workforce dev/intership coordinator | Personnel | 36KA | A1.1 | New Strategy | | S1 | W1 |
| | | | A1.1 | New Strategy | | None | W2 |
| | | | A1.1 | New Strategy | | None | W1 |

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Persistence, graduation, withdrawals may be directly linked to learners perception of the availability of jobs/opportunities for entrepreneurial activities. HLS needs 1 dedicated person to investigate, organize and facilitate this activity.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

| | Check mark if Assessed this year | Program Student Learning Outcomes |
|---|----------------------------------|---|
| 1 | <input type="checkbox"/> | <p>(Former PSLOs) Kahoeuli/Connections - Articulate personal connections and interactions with people, communities, and environments to establish one's place, responsibilities, and purpose in the world.</p> <p>NEW: Kahoeuli/The Hawaii Value of Connections - Aritculate Personal Connections with communtieis andor environments</p> |

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| 2 | <input type="checkbox"/> | <p>(Former) Ka'iewe/Sense of Place - Reflectively evaluate a sense of place and an awareness of the delicate balance necessary to maintain healthy life systems for generations to come.</p> <p>NEW: Ka'iewe/The Hawaii Value of Sense of Place - Express a sense of place in a Hawaiian Cultural Context</p> |
| 3 | <input type="checkbox"/> | <p>(Former) Ka'imo'o/Sustainability - Actively engage in the maintenance, preservation and conservation of Hawai'i's and other global communities' landscapes and resources.</p> <p>NEW: Ka'imo'o/The Hawaii Value of Sustainability (service learning) - Apply the sustainability of Hawai'i's cultural and/or natural resources</p> |
| 4 | <input type="checkbox"/> | <p>(Former) Ka'imaka/Perspective - Demonstrate multi-sensory perspectives in natural, cultural, and social environments to interact appropriately.</p> <p>DELETED</p> |
| 5 | <input type="checkbox"/> | <p>(Former) Ka'ikoi/Identity - Apply cultural knowledge, practices, career skills, and experiences to strengthen and sustain one's life style and identity.</p> <p>NEW: Ka'ikoi/Olelo - Communicate in Hawaiian Language</p> |
| 6 | <input type="checkbox"/> | <p>(Former) Kaimua/Leadership - Advance leadership skills towards sound and creative decision making that inspires balance in mind, body, spirit, and environment.</p> <p>DELETED</p> |
| 7 | <input type="checkbox"/> | <p>(Former) Ka'ipono/Excellence - Foster a life-long desire to seek knowledge, wisdom, and experiences to enhance communities, family, and self.</p> <p>DELETED</p> |
| 8 | <input type="checkbox"/> | |
| 9 | <input type="checkbox"/> | |
| 10 | <input type="checkbox"/> | |

A) Evidence of Industry Validation for CTE Programs – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

We have not had advisory council activity in assessment since we last assessed our program courses in the spring of 2010.

HLS/IOH will conduct assessment, based on new 5-yr plan and recently approved SLOs in Sp14. We are looking forward to reporting results in the next Annual Review, F14.

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B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

N/A

C) List Course(s) Assessed – List the courses assessed during the reporting period.

None. We have not assessed courses since the Spring of 2010. For the last 3-years, we have not assessed our student learning outcomes. This is a direct impact assessment/evaluation teams strong recommendations to modify the PLOs/SLOs after all courses were assessed between 2008-2010. PLOs/SLOs are deemed to be unassessable because of their complexity & because program courses' artifacts were too diverse. At the same time program enrollment & persistence, decrease rapidly & drastically from 90-potential learners in 1st-series to 30 learners in the second series to below 20 learners in the 3rd series for hula, and 0-5 learners in the same series for both mahi'ai and lawai'a. Serious thought and drastic study of this phenomenon, combined with the program's deep dive into the "whys" of this phenomenon becomes our focus from Sp10-F13.

HLS/IOH will conduct assessment, based on new 5-yr plan and recently approved SLOs in Sp14. We are looking forward to report results in the next Annual Review, F14.

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

N/A. See explanation above.

Program 5-year assessment plan was finally submitted to assessment coordinator by the HUM DC in the S12. Now that modifications for program SLOs (from 7-complex, down to 4-simplified) are approved, and now that HLS PLOs are aligned with GELOs, we will continue course/program assessment in S14. Moreover, we think we are being more proactive and mentoring in terms of how instructors and lecturers see themselves in a whole program/college community. This has helped learner persistence.

Results of Sp14 assessment are forthcoming.

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

N/A. Results of Sp14 assessment are forthcoming.

F) Other Comments – Include any information that will clarify the assessment process report.

N/A. See A-D comments.

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G) Next Steps – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options.
N/A. See A-D comments.