

**HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT**

AA-HWST

Date: February 27, 2017

**Review Period
July 1, 2015 to June 30, 2016**

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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.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	A two-year Baccalaureate direct transfer liberal arts degree consisting of 62 semester 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.
Provide and discuss the program’s mission (or goals and objectives if no program mission statement is available).	The mission of the Associate of Arts in Hawaiian Studies is to: 1. Prepare students to pursue a baccalaureate degree in Hawaiian Studies and other disciplines by providing a foundation in Hawaiian knowledge. 2. Integrate Hawaiian knowledge and values into curriculum. 3. Nurture a sense of place, define personal, community and global responsibilities and build connections between all who call Hawai‘i home.

Comprehensive Review information: Required for ARPD Web Submission

Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2015
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_aahwst_comprehensive_review.pdf
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	<p>Since the last comprehensive review, the program has fully transitioned from the Hawaiian Life Styles Associate in Applied Science degree (AAS) to the Associate of Arts in Hawaiian Studies degree (AA or AAHWST). The AAHWST 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.</p> <p>A significant change to the program is the completion of the Title III Native Hawaiian Serving Institutions grant in 2016. The college benefitted from three Title III grants in recent years: 1) Waihonua (2-year Renovation grant) that supported the Ha`akumalae Hawaiian Protocols</p>

	<p>Program and funding to renovate Pi`opi`o Hale and HLS office space, 2) Kulukuluua (5-year Development grant) focused on supporting Native Hawaiians entering the college via Themed Learning Communities, Strengthening the Hawai`i Life Styles program and engagement activities between the community and the college, and 3) Halaulani (5-year Cooperative grant with UH Hilo) that worked to increase transfer for Native Hawaiians.</p>
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QUANTITATIVE INDICATORS

ARPD Data

Please attach a copy of the program’s ARPD data tables and submit with the Program Review document.

- a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**

OR

- b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

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

ANALYSIS OF THE PROGRAM’S DATA

<p>Analyze the program’s ARPD data for the review period. Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:</p>	
<p>Demand</p>	<p>While overall enrollment across the state continues to decrease, the Associate in Arts in Hawaiian Studies (AA) majors increased from 49 to 50. At the same time, our program had 19 majors finishing their Associate in Applied Science in Hawaiian Lifestyles (AAS). Therefore, the program was servicing a total of 69 majors.</p> <p>For this period, the program focused on transitioning to the AAHWST degree. The three main objectives for this task included: (1) converting AAS majors to the AA degree, (2) offering part of term classes for majors to graduate with the AAS degree and (3) modification of the AAHWST with the emphasis on Hula and Kapuahi.</p> <p>The STAR database showed a total of 21 AAS majors for Fall 2015, then 14 majors for Spring 2016. The program projects a dramatic decrease in the</p>

	<p>number of AAS for Fall 2016 with an increase in AA degree seekers as we complete our objective of degree conversion.</p> <p>The SSH for AA program majors jumped from 33 to 188. The program continues to service non-majors with SSH at 455 (compared to 213 in 14-15). If the program includes the SSH from the AAS degree courses then the number increases as well: 374 (program majors) & 3,450 (non-majors). Therefore, the program has a total of 3,824 SSH in all program classes. SSH at 3,824 demonstrated proof of the high demand for relevant, accessible and value added offerings at HawCC.</p> <p>With the program servicing two degree programs (AA and AAS) and increased SSH for all program classes, it is our belief that the program is <u>not</u> “unhealthy” as listed in the demand indicator.</p> <p>The next year will focus on stabilization of the Program by continuing to offer quality and engaging courses to all students and increasing outreach to potential majors.</p>
Efficiency	<p>The Efficiency Health Call is Cautionary but the indicators do not reflect an accurate assessment of the AAHWST program. Many of the Hawaiian Studies courses are still attributed toward the AAS Hawaiian Life Styles program which is different degree. The data should be more accurate next year as our program continues to provide courses to phase out AAS majors and only focus on AAHWST.</p>
Effectiveness	<p>Although the Effectiveness Health Call is Healthy, data is still being populated into the AAS degree and not counted towards the AAHWST. Data should be more accurate next year as our program continues to provide quality courses and phase out AAS majors.</p> <p>However, with that said, a total of 22 degrees and 59 certificates were awarded in the past year (10 - AA; 12 - AAS; & 59 - ASC).</p>
Overall Health	<p>This past year the program serviced learners for both the AA and the AAS degrees, as well as our Academic Subject Certificate (ASC). While the AAHWST is labeled “cautionary,” the AAS was deemed “healthy.” The program had 69 majors and 3,824 SSH in all program classes between the AA and AAS.</p> <p>The overall program health is classified as “cautionary.” As expected with any transition, program staff, faculty and student employees worked diligently to make this a smooth process.</p>

	<p>Interestingly enough, the AAS Hawaiian Life Styles was labeled “healthy.” As the program stabilizes and once all data is populated into the AAHWST, we should get a clearer picture of the overall health.</p>
Distance Education	<p>The program offers on-line courses for student convenience and flexibility of learning from anywhere and at any time. A total of 15 classes were taught on-line when you include the HLS Program data resulting with a total enrollment of 348 students. Inclusion of these other classes propels our successful completion rate to about 70%.</p>
Perkins Core Indicators (if applicable)	N/A
Performance Funding Indicators (if applicable)	<p>The number of AAHWST degrees increased from 9 to 10. The AAS increased from 7 to 12 majors getting a degree. Although not listed in the performance measures, the ASC increased from 5 to 59 students receiving a HLS certificate. Once all AAS majors are phased out, the AAHWST transferable degree will have a stronger impact on the number of students who transfer to a UH 4-year institution. It would be helpful if the data also demonstrated if any of the graduates transferred to a non-uh 4-year institution.</p> <p>There is a concern in the slight drop of Native Hawaiians obtaining degrees in our Program. As mentioned before, we will focus on stabilization of the Program and increase outreach to potential major, including Native Hawaiians.</p>
Describe any trends, and any internal and/or external factors that are relevant to understanding the program’s data.	<p>The AAHWST degree is still growing and evolving. The first cohort of students were enrolled in 2013-14 in three tracks: Hula, Mahi’ai, and Lawai’a. In 2014-15, the Mahai’ai and Lawai’a tracks, as well as the HLS-AAS were no longer offered and a new track called Kapuahi Foundations began in Fall 2015. The new Kapuahi track is attracting more students who can now select from a number of Hawaiian culture and foundational knowledge classes for their degree.</p>
Discuss other strengths and challenges of the program that are relevant to understanding the program’s data.	<p>HLS-ASC has become a popular enrichment option for students who are interested in exploring and experiencing Hawaiian cultural traditions while they are fulfilling other degree program requirements as evident by the increase in awarded HLS certificates, 5 to 59.</p>

Analyze the program's IRO data for the year under review.	
Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	n/a
Discuss changes made as a result of the IRO data.	n/a

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	n/a
New certificates/degrees	n/a
Personnel and position additions and/or losses.	In 2016 the Title III Native Hawaiian Servings Institutions grants (Kulukuluua and Halaulani) will be completed. There are faculty and staff positions that are employed by the grants that enable the Hawai'i Life Styles program to deliver additional services that support student success. Some of the positions that will no longer be funded include a Native Hawaiian counselor, Transfer counselors, First Year Experience Coordinator, one Palamanui Hawaiian studies instructor, an Outreach specialist, and four instructional support positions. Loss of these positions will pose a challenge for the

	<p>program to maintain the services that our program provides to the campus.</p> <p>In Spring 2016 two full-time Hawaiian Studies instructor positions were vacated. The program is working to ensure the positions are filled as soon as possible so ensure no interruption to instruction, assessment or additional learner services.</p> <p>The Hawai`i Life Styles Clerk position will be modified to create a new APT Band A position. This position will be to institutionalize the Ha`akumalae Specialist position previously sponsored by Title III funds.</p> <p>The University of Hawai`i at Hilo (UHH) was awarded a Title III Cooperative grant. The cooperative arrangement is for 5-years with Hawai`i Community College (HawCC). This was the first year of the grant title "Mokaulele." Two positions will be created for HawCC that includes a Cultural and Language Pathways instructor (Pathways instructor) and a Community Engagement Specialist (APT Band B). The Pathways instructor will assisting with strengthening the HLS academic program which we predict will improve the program`s health indicators in the next few years. The Community Engagement specialist will facilitate collaborative activities and events between HawCC, UHH and the Hawai`i island community.</p>
<p>Other major/meaningful activities, including responses to previous CERC feedback.</p>	<p>N/A - No CERC feedback provided.</p>

Describe, analyze, and celebrate the program’s successes and accomplishments. (For example, more students were retained/graduated OR the program successfully integrated new strategies/technologies.)

Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?

Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).

Hawai`i Life Styles (HLS) is more than a 2-year academic program. The program offers a wide range of services to HawCC, the UH system and the global community. Below is a list of things the program has doing well:

- The HLS program has emerged as a UH system’s leader in indigenizing the academic process and campus culture through the **Ha`akumalae** program.
- **Train the Trainers** is a system activity where faculty, staff, and admin from across the UH system are taught how to utilize the resources and stories from their own community to create a protocol program unique to their environment.
- **Hawai`i Pamaomao** program is designed for staff, faculty, admin and students to leave Hawai`i and visit another indigenous community. This travel focuses on learning other innovative tools and resources employed by other native peoples that are aimed at student success. In visiting another community, the group is able to return to Hilo and apply their learning in their curriculum, job responsibilities, and interaction with others.
- **Kipaepae Protocols Committee** facilitates kipaepae between HawCC and UH Hilo. There are an average of 50 kipaepae each year. The UH system recognizes Kipaepae for its inclusive approach and has represented the system on national and international platforms.
- **Cultural Workshops** are offered throughout the year that include kihei, hei, Lei o Hilo, lei, etc. These workshops are open to faculty, staff, admin, and students. The cultural workshops are extended learning opportunities for the HawCC and UHH communities to fulfill learning outcomes for both campuses and system initiatives
- The **Paepae `Ohua Native Hawaiian Student Success Center (PPO)** is housed at HLS and offers learner support services such as peer tutoring, a media lab, laptop and desktop usage, limited printing, lending library, cultural and student success workshops, etc. The PPO Center is open to all learners and staff and faculty. The intent of PPO is to close the gap between academics and learner support.
- HawCC is a leader in the UH system initiative, **Hawai`i Papa o Ke Ao**. The HLS program has already been providing service and resources to encourage indigenizing

	<p>academia. This empowers HawCC to be more of an inclusive space supported by the Kauhale campus atmosphere. HLS helps to create and facilitate activities to indigenize the academic process across 10 campuses. Our program continues to support and encourage the continued push for institutionalizing Themed Learning Communities (TLC). HLS has had partnerships with English, Psychology and Geology. Our program continues to support the One Theme One College initiative that supports an alternative approach to TLCs.</p> <p>Due to the Title III processes, HLS has emerged from a 9-month academic program and transformed into an <u>11-month academic AND cultural service</u> to the campus and Systems Program. Cultural activities introduced and tested by the Title III process are now institutionalized activities. These are Haakumalae Protocols Proficiency Program, Kipaepae Hawaiian Protocols Committee (HawCC & UHH co-campus committee), Hawaii Pamaomao Indigenous Exchange Program, Unukupukupu Cohort of Chancellors' Emerging Leaders (student and employees of HawCC and UHH), and under the offices of HawCC and UHH Chancellors, HLS provided the Personnel to fill the Director of Hawaiian Hawaiian Culture and Protocols Engagement for the promotion of Hawaii Papa O Ke Ao. These activities have made the UH system a model Indigenous Servings Institution, creating transformative experiences to indigenize academia.</p>
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Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	<p>Factors contributing to the program's obstacles/challenges include:</p> <ol style="list-style-type: none"> 1. Senior HLS faculty appointed to other institutional responsibilities <ol style="list-style-type: none"> a. Manono campus senior faculty named Director of Hawaiian culture and protocols engagement for UH Hilo and Hawai'i CC. This position includes service to the rest of the UH system. b. Palamanui campus senior faculty serves as Assessment Liaison Officer for HawCC assessment. 2. Closure of Title III USDOE Federal Grants Kulukuluua and Halaulani. The biggest loss due to closure of the grants

	<p>is the loss of personnel (Positions: 6 APT, 3 instructor/coordinator, 1 instructor, 1 First Year Experience Coordinator and over 15 student workers). The program is now left with only 2 full time APTs, 2 senior faculty, 1 program coordinator, and lecturers. Reduction in human capital has left a strain on G-funded positions.</p> <p>3. In May 2016, the program lost 2 junior faculty which affected fluid assessment of classes</p> <p>4. The HLS Coordinator was on half time during this time and announced her plans to resign towards the end of 2016.</p>
<p>Discuss changes and actions taken to address those challenges, and any results of those actions.</p>	<p>Actions taken to address program challenges were:</p> <ol style="list-style-type: none"> 1. Program staff and faculty were able to meet with senior HLS faculty on how to redistribute duties and responsibilities so the program could still prosper. 2. Despite closure of the grants, the program continues to offer services to HawCC, the UH system, and global community. Other changes that ensure HLS continues to provide additional services include: <ol style="list-style-type: none"> a. A 5-Year Cooperative grant being awarded to UHH in collaboration with HawCC. Two positions will be created for HawCC that include a Community Engagement Specialist and a Language and Culture Pathways Instructor. The cooperative grant will also provide funding for student facilitators who will assist with the additional services that the program provides as it aligns with the grant. b. The HLS Clerk position will be changed to the Ha`akumalae APT Band A position. 3. Two junior faculty resigned after the closure of Spring 2016 semester. The HLS Coordinator and senior faculty made it a priority to fill the vacant positions before the start of Fall 2016. Hiring of the new faculty positions will ensure assessment remains on track. 4. Even with the HLS Coordinator at half time status, the program buckled down and continued to provide services that supported learners, staff, faculty and building stronger bridges between HawCC/UH system and the Hawai`i island community.
<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<p>The following suggestions would greatly assist the program in overcoming these changes:</p> <ol style="list-style-type: none"> 1. Institutionalization of the Native Hawaiian Counselor. The NH counselor would be able to track student progress, network with high school counselors about the HLS

	<p>program, service the HLS program at both the Manono and Palamanui campuses, etc.</p> <p>2. Institutionalization of the Palamanui HLS Instructor. This position would allow the HLS program to continue to grow and form at Palamanui. The former Kona instructor (federally funded) was essential in building the Ha`akumalae program and rallying learners, staff, faculty and community members for the success of the Palamanui campus. Creating this position would ensure that the momentum built within the past 2 years continues.</p> <p>3. The HLS program recognizes and is greatly indebted to our Admin team and support from staff, faculty, community members and learners. Providing meaningful curriculum and cultural activities is for the advancement of all, we appreciate the continued support for the things we do.</p>
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PROGRAM ACTION PLAN

Discuss the program’s prior year's (AY14-15) action plan and results.	
<p>Describe the program’s action plan from the prior review period and discuss how it was implemented in AY15-16.</p>	<p>The program’s action plan from AY 14-15 included:</p> <ol style="list-style-type: none"> 1. DELETION OF AAS IN HAWAIIAN LIFE STYLES DEGREE. Deletion of this degree would allow the program to focus on the AAHWST with an emphasis on Hula and Kapuahi. <p>The program no longer offers the AAS degree. Program faculty and staff worked with students to switch to the AAHWST major or finish the sequence classes for degree attainment.</p> <ol style="list-style-type: none"> 2. NEW MARKETING AND OUTREACH PROGRAM. These initiatives would increase awareness of our new degree program and transferability to a UH 4-Year institution to other subjects over than Hawaiian Studies.

AAHWST and other programmatic brochures were created to increase awareness of the program and additional counseling services were offered.

3. **REVISE ASSESSMENT PRACTICES AND PROCEDURES.** Improvement to assessment procedures will strengthen the Effectiveness indicators and keep the program current on providing an exceptional learning experience.

Instructional faculty met repeatedly during the past year to develop an assessment plan that included rubric, artifacts, etc. Assessment teams were comprised of instructional faculty, staff and student workers to review 17 courses for this period.

4. **INSTITUTIONALIZE NATIVE HAWAIIAN COUNSELOR POSITION.** The current Native Hawaiian Counselor position is funded by Title III U.S. DOE Native Hawaiian Serving Institutions Grants. The program has been pushing to institutionalize the position to ensure continued service to Native Hawaiian students.

The position has not been institutionalized. However, the program will continue to request and campaign for Native Hawaiian Counselor Position.

5. **IMPROVE HEALTH AND SAFETY OF CLASSROOMS (Bldg 381-17 & 338-103).** This project involved improving the conditions of the two classrooms on the Manono campus specifically dedicated to the AAHWST programs. These improvements would enhance the classroom environment and support student success.

For Bldg 381-17, two 70" televisions were mounted to replace the mobile television, stationary whiteboards replaced the mobile board, the room was repainted, and 10 chairs were donated from the DMS program to replace broken ones. These enhanced the class atmosphere and improved the audio and visual tools for instruction.

Bldg 338-103, a newer Mac desktop was installed on the instructor desk.

The Program will continue to request funding to replace worn-out and damaged chairs.

<p>Discuss the results of the action plan and the program’s success in achieving its goals.</p>	<ol style="list-style-type: none"> 1. The AAS degree was deleted and only the AAHWST is offered. The AAHWST has an emphasis on Hula and Kapuahi. Program faculty and staff were able to work with AAS majors to transition to the AAHWST degree program. AAS sequence classes were offered in AY15-16 for degree attainment for AAS majors. 2. Program brochures were revised to increase awareness of AAHWST degree and additional services for students. Discussion began to update the program’s website as another venue for increasing information about AAHWST and the program. 3. An assessment plan was created and implemented for AY15-16. A total of 17 classes were assessed by program staff, faculty and student workers. 4. The Native Hawaiian Counselor position was not institutionalized. However, the program will continue to campaign and request the permanent status of this position. 5. The program was successful in achieving this goal by mounting two 70” televisions, installation of stationary whiteboards, repainting the classroom space, and acquiring 10 replacement chairs donated by the DMA program for bldg 381-17. Improvements to bldg 338-103 included installation of a newer instructor Mac desktop.
<p>Discuss any challenges the program had in implementing that action plan or achieving its goals.</p>	<p>Challenges to the program’s implementation of its action plan included:</p> <ol style="list-style-type: none"> 1. <u>End of Title III USDOE Native Hawaiian Servings Institution Grants.</u> Majority of HLS personnel were grant funded. As expected in the final year of any grant, positions were vacated causing the remaining workload to be redistributed to the rest of the staff. Closure of the grants severely limits the program and the college’s ability to provide services that strengthen the Kauhale environment and support student success. 2. <u>Lack of funding to institutionalize HLS Kona Instructor, Ha`akumalae Specialist, and Native Hawaiian Counselor.</u> The Hawai`i Life Styles is not only an academic program but provides services that includes professional development for staff and

	<p>faculty, community collaborations, extended learning opportunities for learners, etc. Institutionalization of the three positions would enable HLS to continue to provide meaningful and engaging activities and services for the campus and community.</p> <p><u>Loss of two permanent HLS instructors.</u> At the end of Spring 2016, two HLS positions were vacated.</p>
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- Did the program review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

Reviewed website and submitted change request to webmaster on _____ (date)_____.

Reviewed website and will submit change request to webmaster.

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>

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	Benchmarks and Timelines for implementation and achievement of goals.
<p>Action Goal 1:</p> <p>Fill vacant General funded program positions</p>	<p>Benchmarks/Timelines:</p> <p>June 2017</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>Filling the vacant positions will ensure the program's capacity to facilitate student learning and contribute to the overall health of the college.</p>	

<p>Action Goal 2:</p> <p>Look for additional outside funding.</p>	<p>Benchmarks/Timelines:</p> <p>June 2017</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>The program will investigate additional funding resources to continue to provide additional services to the HawCC and Hawai'i island community. The services that the program provides is in direct alignment with the UH system initiative, Hawai'i Papa o Ke Ao.</p>	
<p>Action Goal 3:</p> <p>Consider revising program assessment practices and procedures</p>	<p>Benchmarks/Timelines:</p> <p>June 2017</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>Assessment practices and procedures were reviewed during the past year. However, it is the program's goal to revisit our assessment practices. This will positively affect the course, program and institutional learning outcomes and improve the Effectiveness indicators.</p>	

RESOURCE IMPLICATIONS

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

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

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

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

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the Program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation

in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up “Closing the Loop” assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
HAW, 101, Elementary Hawai‘i Language I	Fall 2015	CLO 3: Utilize vocabulary and other language skills that integrate work, school, family, `āina, and language in real life applications.	PLO 1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
HAW, 201, Intermediate Hawai‘i Language I	Fall 2015	CLO 4: Apply and interpret vocabulary and other language skills that integrate work, school, family, `āina, and language in real life applications.	PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.
HWST, 101, Hawai‘i Culture I: ‘Aikapu	Fall 2015	CLO 3: Compare personal family cultural traditions with those of early Hawai‘i	PLO 1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
HWST, 102, Hawai‘i Spirituality	Fall 2015	CLO 1: Describe diverse principles of spirituality.	PLO 2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.

HWST, 105, Hawai'i Plant Culture	Fall 2015	CLO 2: Distinguish Hawai'i cultural uses, practices and/or beliefs associated with Hawai'i plants.	PLO 1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
HWST, 130, Hula I: 'Aiha'a	Fall 2015	CLO 3: Demonstrate basic-level competencies of hula skills.	PLO 2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.
HWST, 201, Hawai'i Culture II: 'Ainoa	Fall 2015	CLO 3: Assess qualities and characteristics of positive leadership.	PLO 3: Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.
HWST, 230, Hula III: 'Auana	Fall 2015	CLO 3. Demonstrate intermediate-level competencies of hula skills.	PLO 2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.
HWST, 260, Hawai'i Stewardship: Protocols	Fall 2015	CLO 2: Demonstrate and explain Hawai'i protocols for a variety of situations	PLO 2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.

HAW, 102, Elementary Hawai'i Language II	Spring 2016	<ol style="list-style-type: none"> 1. Communicate in Hawaiian at a novice high-level. 2. Produce and interpret Hawaiian at a novice high-level. 3. Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications. 4. Recognize the relationship between the practices and perspectives of Hawaiian culture. 	PLO 1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
HWST, 100, Piko Hawai'i	Spring 2016	<ol style="list-style-type: none"> 1. Identify significant wahi pana (celebrated places) of Hawai'i. 2. Relate to wahi pana. 	PLO 1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
HWST, 103, Hawai'i Art Culture	Spring 2016	<ol style="list-style-type: none"> 1. Demonstrate proficiency in select aspects of Hawai'i art culture. 	
HWST, 104, Hawai'i Myth Culture	Spring 2016	<ol style="list-style-type: none"> 1. Identify and utilize written and oral source of Hawaiian mo'olelo. 2. Describe akua (deities), kupua (deities), 'aumakua (ancestral family deities), and kanaka (humans) and their various forms from Hawaiian mo'olelo. 3. Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions. 4. Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo. 	PLO 2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.

HWST, 107, Hawai'i Center of the Pacific	Spring 2016	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania 2. Show knowledge of similarities between Native Hawaiians and other Oceanic peoples' cultures, languages, religions, arts and natural resources 3. Explain the connections of historical events to modern issues in relation to unique social, political, and economic history of Hawai'i, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty. 	PLO 3: Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.
HWST, 131, Hula II: 'Olapa	Spring 2016	<ol style="list-style-type: none"> 1. Communicate an understanding of the history of hula and trends of evolution 2. Participate in the demonstration of hula for community wellbeing 3. Analyze the role of hula in personal and community leadership 	
HWST, 231, Hula IV: Hu'elepo	Spring 2016	<ol style="list-style-type: none"> 1. Define and demonstrate Hula 'Aiha'a, 'Olapa, and 'Auana 2. Participate in community well being through public performance/service through hula 3. Reflect and analyze on Hula as a cultural process for personal and professional development 	

“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
n/a			

Assessment Strategies

<p>For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:</p>	
<p>a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);</p>	<p>The following are the assessment strategies for each course during the Fall 2015 assessment cycle:</p> <ul style="list-style-type: none"> - For HAW 101, the artifact used to assess CLO 3 was a children’s book utilizing novice mid-level sentence patterns and vocabulary. - For HAW 201, the artifact used to assess CLO 4 was two nane (riddles) composed in Hawai‘i language concerning objects that are familiar to the student. - For HWST 101, the artifact used to assess CLO 3 was a reflection paper composed by students to compare and contrast Hawai‘i traditions. - For HWST 102, the artifact used to assess CLO 1 was a 2-page essay that describes diverse principles of spirituality, addressing the following questions: What is Hawaiian spirituality? Choose 3 issues in modern society/government affecting our environment that could benefit by adopting traditional Hawaiian beliefs. - For HWST 130, there were two artifacts used to assess CLO 3. The students compiled a portfolio and had to participate in a final Hō‘ike (Public Demonstration of Learning).

- For HWST 201, the artifact used to assess CLO 3 was a reflection paper on Hawaiian leadership.

- For HWST 230, there were two artifacts used to assess CLO 3. The students compiled a portfolio and hand to participate in a final Hō'ike.

- For HWST 260, the artifact used to assess CLO 2 was a portfolio compiling the research, background and process of a personal protocol based on Hawai'i traditions.

The following are the assessment strategies for each course during the Spring 2016 assessment cycle:

- For HAW 102, all of the CLOs were assessed with a single artifact. The students composed two original, modern 'ōlelo no'eau in Hawaiian comparing the similarities of human and animal characteristics following the format of Mary Kawen Pukui's 'ōlelo no'eau book.

- For HAW 202, all of the CLOs were assessed with a single artifact. The students composed a 1-page, original, modern day myth in Hawaiian utilizing all the lessons, sentence patterns, and vocabulary learned in HAW 101-202 as well as other HLS courses. The students will include an English translation of their myth. The students will also submit a video recording, introducing their myth project. Finally, students will provide a typewritten paper in English on how their myth reflects the practices and perspectives of the Hawaiian culture.

- For HWST 100, the CLOs will each be assessed with their own artifact. For CLO1, the students will identify significant wahi pana of Hawai'i island by answering questions about the cardinal points, moku and mauna, a makani and ua from each district, pu'u, kahawai, or other prominent features and cultural characteristics referenced in 'ōlelo noe'au, oli/mele, mo'olelo. For CLO2, they will create a stamp design reflecting their personal relationship to a wahi pana and explaining the relationship their design represents with the wahi pana.

- For HWST 103, the CLO was assessed by a pre and post test that the students took answering what they know of the art topic and what they know of the protocols involved. A sample of the learning should be included demonstrating execution of the art form learned in the course (i.e. audio recording for Oli class, picture for printing class, etc.)

- For HWST 104, all of the CLOs were assessed with one artifact. The students composed a 2+ page response paper addressing the function of different beings in Hawaiian mo'olelo, the relationship of mo'olelo in Hawaiian worldview, and the application of the "4 H's" (four phases of the Hero's journey – Hua, Ha'alele, Huaka'I, Ho'ina) to a selected ka'ao/mo'olelo, having identified the source, whether oral or written.

	<p>- For HWST 107, the CLOs were all assessed with one artifact. The students composed a research paper 2 to 4 pages in length that focused on comparing cultural similarities between Native Hawaiians and other peoples of the Pacific.</p> <p>- For HWST 131, all the CLOs were assessed with one artifact. The students composed a 3-page reflection paper demonstrating an understanding of history of hula, the personal and community benefits of public performance of hula, and the power of hula as an instrument for public action. This paper is based on content and not on grammar.</p> <p>- For HWST 231, all the CLOs were assessed through a comprehensive portfolio demonstrative of comprehensive learning.</p>
<p>a description of <u>who</u> conducted the assessment (e.g., the faculty member who taught the course, or a group of program faculty, or the program’s advisory council members, etc.);</p>	<p>In both Fall 2015 and Spring 2016 assessment cycles, a group of instructional faculty agreed that the above listed assessment artifacts were good measurements of the course learning outcomes.</p> <p>Assessment teams made of a group of instructional faculty, staff and student workers were assigned to specific courses to examine and rate each artifact by a rubric.</p>
<p>a description of <u>how</u> student artefacts were selected for assessment (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);</p>	<p>Twenty percent (20%) of the artifacts submitted for each course section were randomly selected to be the representative sample of student work.</p> <p>This did not take into account those enrolled who were no shows or did not turn the assignment in. Also, not every section of the courses offered submitted artifacts for assessment.</p>
<p>a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.</p>	<p>For the Fall 2015 assessment cycle, the program had worked with the assessment coordinator to develop the rubric template that was utilized. It included a four-part scale ranging as follows: 1- Developing, 2-Approaching, 3-Achieving, 4-Exceeds.</p> <p>For the Spring 2016 assessment cycle, the rubric template utilized in these assessments was received from the Humanities Department and utilized for the previous Spring 2015 assessment cycle. It</p>

	included a five-part scale of percentages ranging from 0%-59% - Lacking Ability, 60-69% - Unacceptable, 70-79% - Developing, 80-89% - Acceptable, 90-100% - Proficient.
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Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
 - example 1: “85% of students will Meet Standard or Exceed Standard for CLO#1”;
 - example 2: “80% of students will attain Competency or Mastery of CLO#4.”

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
HAW 101	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HAW 201	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HWST 101	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HWST 102	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HWST 105	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HWST 130	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HWST 201	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HWST 230	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HWST 260	The 20% selected as the representative sample will all achieve within the 4-Exceeds range.
HAW 102	75% of students will meet and exceed the standards (fall within the Acceptable and Proficient range, 80-100%, on the rubric) for all CLOs.
HAW 202	75% of students will meet and exceed the standards for all CLOs.
HWST 100	75% of students will meet and exceed the standards for all CLOs.
HWST 103	75% of students will meet and exceed the standards for all CLOs.
HWST 104	75% of students will meet and exceed the standards for all CLOs.

HWST 107	75% of students will meet and exceed the standards for all CLOs.
HWST 131	75% of students will meet and exceed the standards for all CLOs.
HWST 231	75% of students will meet and exceed the standards for all CLOs.

Results of Course Assessments

For each course assessed in AY 2015-16:	
<p>provide a <u>description of the summative assessment results</u> in terms of students' attainment of the CLOs and aligned PLOs.</p>	<p>Below is a summary of the assessment results for the Fall 2015 assessment cycle:</p> <ul style="list-style-type: none"> • For HAW 101, the four artifacts assessed scored within the 3-Achieving range, and not the 4-Exceeds range. CLO 3 also scored within the 3-Achieving range, though still acceptable, a higher standard was aspired to for the benchmark goal and so, expectations were not met. • For HAW 201, all of the six artifacts assessed scored within the 3-Achieving range, and not the 4-Exceeds range. CLO 3 also scored within the 3-Achieving range, though acceptable, a higher standard was aspired to for the benchmark goal and so, expectations were not met. • For HWST 101, only one of the four artifacts assessed scored within the 3-Achieving range, and none of the artifacts scored within the 4-Exceeds range. CLO 3 scored within the 2-Approaching range. Expectations were not met for this course. • For HWST 102, two of the three artifacts assessed scored within the 3-Achieving range, and none of the artifacts scored within the 4-Exceeds range. CLO 3 scored within the 3-Achieving range, though acceptable, expectations were not met. • For HWST 105, only one out of the 6 artifacts selected representing the submissions of two course sections scored within the 3-Achieving range, and none of the artifacts scored within the 4-Exceeds range. CLO 2 scored with the 2-Approaching range. Expectations were not met for this course. • For HWST 130, all of the portfolios scored within the 3-Achieving range. One artifact submitted for the demonstration of hula achieved within the 4-Exceeds range. CLO 3 scored within the high 3-Achieving range, though did not meet our lofty expectations.

- For HWST 201, the one artifact assessed scored within the 3-Achieving range. CLO 3 also scored within the 3-Achieving range. Because they do not hit the benchmark of 4-Exceeds, expectations were not met for this course.
- For HWST 230, two of the four artifacts assessed scored within the 3-Achieving range, and none of the artifacts scored within the 4-Exceeds range. CLO 3 scored within the 3-Achieving range, though still not meeting expectations.
- For HWST 260, though the one artifact assessed scored within the 3-Achieving range, CLO 2 only scored within the 1-Developing range, and so expectations were not met for this course.

Below is a summary of the assessment results for the Spring 2016 assessment cycle:

- For HAW 102, of the 10 artifacts scored, only 2 artifacts average scores fell in the Acceptable and Proficient range thereby meeting or exceeding course standards. Only CLO 3 scored within the Acceptable and Proficient range. CLOs 1, 2, and 4 did not meet expectations. The scoring gap between assessors was great. Challenges with assessment could have been inconsistent perceptions of what “novice high level” constitutes. Some leveling activity should occur prior in future assessment.
- For HAW 202, of the 5 artifacts scored, only one met standards, well under the expectation that 75% of students work should score within the Acceptable or Proficient range. Only CLO 4 scored within the Acceptable or Proficient range. CLOs 1, 2, 3, 5 did not meet expectations. Concerns again were raised on the expectations associated with “intermediate high-level” and the importance of clarification, as well as having an assessment team with expectations of Hawaiian language understanding was discussed for future assessment.
- For HWST 100, of the 6 artifacts scored for CLO 1, 5 fell within the Acceptable or Proficient range and thus met expectations that 75% of the student sample would meet or exceed standards. For CLO 2, out of the 15 artifacts selected, 13 scored within the Acceptable or Proficient range and thus met expectations that 75% of the student sample would meet or exceed standards. CLO 1 and CLO 2 both scored within

	<p>Acceptable or Proficient range and thus, met expectations.</p> <ul style="list-style-type: none">• For HWST 103, all of the 11 artifacts selected scored within the Acceptable and Proficient range, thus meeting expectations that 75% of the student sample would meet or exceed standards. CLO 1 scored within Acceptable or Proficient range and thus, met expectations.• For HWST 104, of the 10 artifacts selected, 8 of the artifacts scored within the Acceptable and Proficient range, thus meeting expectations that 75% of the student sample would meet or exceed standards. All of the CLOs met expectations.• For HWST 107, of the 4 artifacts selected, 3 of the artifacts scored within the Acceptable and Proficient range, thus meeting expectations that 75% of the student sample would meet or exceed standards. All of the CLOs scored within Acceptable or Proficient range and thus, met expectations.• For HWST 131, all of the 5 artifacts selected scored within the Acceptable and Proficient range, thus meeting expectations that 75% of the student sample would meet or exceed standards. All CLOs scored within Acceptable or Proficient range and thus, met expectations.• For HWST 231, all of the 2 artifacts selected scored within Acceptable or Proficient range and thus, met expectations. CLOs 1 and 3 scored within the Acceptable or Proficient range and thus, met expectations. CLO 2 did not meet expectations.
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Other Comments

Include any additional information that will help clarify the program’s course assessment results.	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	n/a
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	n/a

Next Steps – Assessment Action Plan

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of	The Hawai’i Life Styles program has been going through a comprehensive review of Course Learning Outcomes, institutional and program alignments, course descriptions, and course topics that we may be clearer, consistent, and utilize more measurable language.

<p>record (CORs), and other curricular elements.</p>	<p>All courses will be reassessed in new assessment cycles starting Spring 2017.</p>
<p>Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.</p>	<p>n/a</p>
<p>Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.</p>	<p>Once CLOs are officially revised, the assessment artifacts will be reconsidered by instructors of the course for the most appropriate means of measuring the effectiveness of delivering course content for revised CLOs.</p> <p>A new rubric is to be developed by instructional faculty to more easily score assessment artifacts, utilizing a score ranging from 0-Null, 1-Developing, 2-Approaching, 3-Achieving, and 4-Exceeds.</p> <p>The next assessment round, the sample size will change from 20% of submitted artifacts to 30% of students enrolled in course sections. If a student fails to turn in an assignment, a blank paper will be used as a placeholder for the student.</p>
<p>Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.</p>	<p>In 2015-16, the Title III grants supported English, Math, Hawaiian Language, and Accounting tutoring services with tutors on both the upper and lower campuses. Peer mentoring was also provided with mentors working one-on-one with students and conducting a variety of workshops and special activities for students to engage in. The Program will have to find other sources of funding in order to continue these services with the closing of the grant.</p> <p>The Program continues to provide a general study area for students (Papa'a Hale). This open-air structure (lanai) is a space where students can study, engage in cultural activities, participate in educational workshops, and connect with other students. We have computers and laptops available in our Waihonua Media Lab for students to work on with free printing. Students will also continue to have access to our Hawaiian cultural resource library and textbooks (mainly in the subject area of Math and English) for use in the study area.</p>

Part VI. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

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

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____