

HAWAI‘I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

Business Technology

Date April 2019

Review Period
July 1, 2017 to June 30, 2018

Initiator: Anne Chung
Writer(s): Anne Chung

Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

Provide the short description as listed in the current catalog.	The Business Technology program prepares students for employment in positions such as administrative assistants, receptionists, clerks, or secretaries. Students will learn critical office skills, along with communication and organizational proficiencies. The curriculum includes course in office technology, business communications, office administration, accounting, and business math to enhance employment and promotion possibilities.
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Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2016
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2016_btech_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	<p>The CERC committee pointed out the pattern of partial completion or non-completion of assessment projects in the Business Technology program.</p> <p>The committee did see improvement in the commitment toward the assessment process over the review period, especially in the second and third years of the period.</p> <p>The program was commended for its commitment toward student success under conditions of inconsistent faculty presence in the program. It was also commended for its strong relationships with the community and workplace employers.</p> <p>The recommendations for improvements focus on following through and completing planned assessments and better utilizing resources including the Assessment Coordinator.</p> <p>In addition, the program is encouraged to be more engaged with the local private sector for workforce placements and for the advisory council.</p>

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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

Please attach a copy of the program's data tables and submit with this Annual Program Review (APR).

<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>	
Demand	<p>AY 2017-2018 – Healthy</p> <p>In AY 15-16, demand health was unhealthy. In AY 16-17, demand health was cautionary.</p> <p>The program is pleased to see that the demand health in 17-18 has risen to healthy.</p> <p>The state and county new and replacement positions is relatively stable over the past few years with only slight decreases in both areas.</p> <p>The number of majors has dropped drastically from 53 in 2015-2016 to 26 in 2017-2018. We believe this is due to a strong economy and low unemployment rates. It seems that this reduction is mirrored at other campuses in the system.</p> <p>This demand indicator shows that the BTEC program at HawCC is meeting the employment demands for our community.</p>
Efficiency	<p>AY 2017-2018 – Cautionary</p> <p>The health for efficiency has been at cautionary in AY 15-16 and 16-17.</p> <p>The fill rate has been slowly increasing from 51.1 percent in 15-16 to 55.3 percent in 17-18.</p> <p>We believe that the enrollment in BTEC classes have declined as a result of the strong economy. In fact, local businesses are reaching out to our faculty to ask for students to apply for open positions.</p> <p>The ARPD indicates that we have three FTE BOR appointed faculty assigned to the BTEC program but I believe that is an error. I think that one of the positions has not been approved to be available to be filled for our program. That leaves us with two positions. One of the positions is filled by a faculty who is on full release for division chair duties. That leaves only one full-time faculty in the classroom. This faculty has some sick leave release time and is not teaching full time.</p> <p>Adjustments have been made to ensure that course sequencing is followed to avoid over-offering sections that are often low-enrolled. We have scheduled many courses to be offered only one time a year.</p>
Effectiveness	<p>AY 2017-2018 – Healthy</p> <p>The health call has improved from cautionary to healthy for this indicator. The rate of persistence has risen to 74 percent. The program wants to continue to focus on raising persistence in the program</p> <p>Our counselor works closely with students to complete graduation checks and see how close students are to earning certificates and/or degrees.</p>

Overall Health	<p>AY 2017-2018 – Healthy</p> <p>It was nice to see a health call rating of healthy after being cautionary for the last two academic years.</p> <p>We will continue to look and work on recruitment and persistence for the program.</p> <p>From the teaching perspective, we have strong lecturers who fill the teaching gaps. However, lecturers are not expected or required to serve on committees or share the multitude of faculty responsibilities. With assessments, improvements, and planning demands, the division needs more support from FTE faculty dedicated primarily to the BTEC program in order to operate more effectively for both the program and the faculty.</p>
Distance Education	<p>The number of DE courses is 7, up from 6 the year before. The fill rate has increased to 74 percent from 48 percent and 67 percent the prior two academic years and is a positive indicator to support continued offering of online courses.</p> <p>The BTEC program is not completely online but there are many courses within the BTEC program that are offered in an online format.</p>
Perkins Core Indicators (if applicable)	<p>In the AY 15-16, the BTEC program did not meet any Perkins core indicators. The program is happy to see that it met indicators 1P1 – Technical Skills Attainment and 4P1 – Student Placement in the AY 16-17.</p> <ul style="list-style-type: none"> • 2P1 Completion – The score of 40 was not enough to meet the goal of 51.51. Faculty need to continue to work with students to assist them in being successful in program classes. • 3P1 Student Retention or Transfer – The score of 77.27 did not meet the goal of 81.81. This may be due to the strong economy and low unemployment rates. • 5P1 and 5P2 Nontraditional Participation and Nontraditional Completion – There was no score for 5P1 this year but the score for 5P2 went down to 11.11. Male students are nontraditional students for the BTEC program. Marketing to males and supporting their efforts in the program would help BTEC reach the goal every year. Ways to promote BTEC as a nontraditional career continue to be discussed and the program will seek help from those who may have advice on reaching nontraditional students.
Performance Funding Indicators (if applicable)	<ul style="list-style-type: none"> • The number of degrees and certificates went down one from 15 to 14. • The number of degrees and certificates for Native Hawaiians decreased significantly from 8 to 4. • The number of Pell recipients went from 13 to 8.

	<ul style="list-style-type: none"> The number of transfers to UH 4-yr stayed at 3.
<p>What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p>	<p>Like many other programs and campuses across the system, we believe that a strong economy and low unemployment rates are connected to the decreased enrollment in the program.</p> <p>Students in the BTEC program may take courses they believe are valuable and relevant to skills they believe are needed for success in the workplace and then transition to the workforce before completing the degree.</p> <p>Having only one FTE faculty (working part time) in the classroom affects the success of program assessment and student support.</p> <p>The BTEC program tries to align courses with the marketing and accounting programs to offer/require classes that may be used to fulfill requirements for more than one degree. This helps with filling classes.</p>

PROGRAM ACTIVITIES

<p>Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.</p> <p>For example, discuss:</p> <ul style="list-style-type: none"> Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing; New certificates/degrees; Personnel and/or position additions and/or losses; Other changes to the program's operations or services to students.
<p>In Fall 2017, the program coordinator was on sabbatical. At the end of Spring 2018 the long-time faculty/division chair retired. The new division chair was originally the BTEC program coordinator and full-time faculty. As a result of accepting the role of division chair, this person is no longer teaching BTEC classes. The remaining sole classroom BTEC faculty does not perform program support activities which include marketing/recruitment, student success/advising, or program/course assessments.</p> <p>Additionally, this faculty member chooses not to teach the higher level courses and also does not teach the online courses. This has created a challenge for advancing the BTEC program goals. Luckily the BTEC program has strong lecturers to support the program.</p> <p>No big changes to the BTEC program curriculum have been made during the review period.</p>

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster during Spring 2019.

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: PROGRAM ACTION PLAN

AY18-19 ACTION PLAN

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

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

Marketing and Recruitment—Recruitment and retention.

Benchmark: We would like to see an increase in the following indicators

- Efficiency Indicator #10 – Fill Rate: Increase from 55.3%
- Efficiency Indicator #12 – Majors to FTE BOR Appointed Faculty: Increase from 8
- Perkins Indicator #33, 5P1-Nontraditional Participation: Increase from 0.

Strategies

- Work with campus resource personnel to improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that HawCC provides.
- Meet with high school business education counterparts and align K12 and college curricula.

- Participate in college and career fairs.
- Improve the program pages on the HawCC BTEC website.
 - Explore creating a video, adding a photo gallery, upgrading the written text, and doing mini profiles on faculty and lecturers. This will lead to a more robust page and will be more eye-catching, informative, and will engage audience.
- Workshops – Perkins with laptops

Student Success

Benchmark: We would like to see an increase in the following indicators

- Perkins Indicator #30, 2P1-Completion: Increase from 40.
- Perkins Indicator #31, 3P1-Student Retention or Transfer: Increase from 77.27.
- Perkins Indicator #34, 5P2-Nontraditional Completion: Increase from 11.11.

Strategies

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

Assessment

Benchmark: Increase in completion of assessment reports.

Strategies

- Work with the Institutional Coordinator to update and revise the assessment schedule in light of the program's personnel limitations;

- focus on scheduling assessments in the near future (AY19-20) for BTEC courses used by other programs as requirements or electives;
- host an assessment workshop for the lecturers;
- hold program-division assessment "summits" where results, action plans for improvements and closing the loop activities can be shared with faculty and lecturers.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1:

Marketing and Recruitment—Recruitment and retention.

- Work with campus resource personnel to improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that HawCC provides.
- Meet with high school business education counterparts and align K12 and college curricula.
- Improve the program pages on the HawCC BTEC website.
 - Explore creating a video, adding a photo gallery, upgrading the written text, and doing mini profiles on faculty and lecturers. This will lead to a more robust page and will be more eye-catching, informative, and will engage audience.
- Offer free introductory workshops relating to the BTEC program. This workshop will introduce the public to some relevant, fun, and valuable content available through the BTEC program. This will entice current and potential students to find out more about BTEC. Allowing current students to help teach these workshops would help market the program while giving the current students a chance to show others their skills and knowledge and practice their communication skills. Potential topics could include: social media or blogging, how to use features in Microsoft Office, and communication skills.
- Continue to participate in career/college fair experience and make it more engaging and fun. The BTEC program has collected business jackets, accessories and photo booth props for students to wear and see how they look and feel in attire relating to a future career. Use a portable printer so students can take home photos of themselves and share it with their friends and family. This will stimulate discussions and interest about future

career options and educational opportunities at HawCC. A very basic photo booth concept was piloted November 2017 and the feedback was positive. High school students enjoyed trying on professional attire and taking selfies as they learned about the different programs at HawCC.

Action Item 2:

Student Success

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

Action Item 3:

Assessment

- Work with the Institutional Coordinator to update and revise the assessment schedule in light of the program's personnel limitations;
- focus on scheduling assessments in the near future (AY19-20) for BTEC courses used by other programs as requirements or electives;
- host an assessment workshop for the lecturers;
- hold program-division assessment "summits" where results, action plans for improvements and closing the loop activities can be shared with faculty and lecturers.

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	N/A
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	N/A

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY17-18.

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

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

Please attach copy of industry validation for the year under review.

Courses Assessed

List all program courses assessed during AY17-18, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
BUSN 188 Business Calculations	Spring 2018	1, 2	1, 5

Assessment Strategies

For each course assessed in AY17-18 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

Course Alpha/#:

BUSN 188 – Business Calculations

Using a word problem type assessment will focus on determining the student's ability to:

1. Apply mathematical functions to arrive at calculations to be used in business decisions.
2. Interpret how calculations are used in making business decisions.

The entire class (4 students) will be evaluated and 100% of students are expected to achieve the course learning objectives.

Rubric: BUSN 188 Final Exam Assessment Scoring Guide

Scoring Scale	Errors
Maximum Score	0 errors
Exceeds Expectations	1 error
Meets Expectations	2 errors
Developing Proficiency	3 errors
Does Not Meet	More than 3 errors

Expected Levels of Achievement

For each course assessed in AY17-18 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
BUSN 188 Business Calculations	1	The standard for student success is that students will answer 80% of the questions on the final exam related to CLO #1.	The expectation is that 100% of the students will meet this standard for CLO #1.
BUSN 188 Business Calculations	2	The standard for student success is that students will answer 80% of the questions on the final exam related to CLO #2.	The expectation is that 100% of the students will meet this standard for CLO #2.

Results of Course Assessments

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

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

Course Alpha/#: BUSN 188 Business Calculations

The results from the final exam show that 75% (3/4) artifacts submitted exceed expectations. One student (25%) did not meet expectations. The student who did not meet expectations, however, intentionally did not put much effort into the final exam. Prior to taking the final exam, the student who had not met expectations mathematically calculated that he would be able to fail the final exam and still pass the course. Strengths of this course is the flexibility it gives students to meet deadlines on a weekly basis while providing real-world mathematical problems in class. One of the main challenges of the course was the availability of students to practice the 10-key on their own time.

Other Comments

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

The biggest challenge is that the program is dependent on lecturers to complete course assessments. The sole FTE faculty teaching BTEC courses does not perform or support course or program assessments.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

The BTEC course eCafe/CES results indicate that students are pleased with the lecturers teaching BTEC classes and find the curriculum relevant and valuable. This is important since there is not a consistent program faculty lead in place. Lecturers are supportive and attend advisory council meetings as available and participate in professional development activities.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

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

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

The program recommends participation in AVID teaching strategy professional development workshops.

The division chair will take a stronger role in performing BTEC program coordinator duties involving assessment and program review.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

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

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

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____

*This section applies to NURS only.

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University of Hawaii Community Colleges
Instructional Annual Report of Program Data (ARPD)

Part I: Program Quantitative Indicators

Overall Program Health: Healthy

 **Workforce Alignment:** Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Business Technology
 CIP Code = 52.0401

43-6011 - Executive Secretaries and Executive Administrative Assistants

43-6014 - Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

Demand Indicators	Program Year			Demand Health
	15-16	16-17	17-18	
1.New & Replacement Positions (State)	1720	1649	1612	
*2.New & Replacement Positions (County Prorated)	177	170	168	
3. Number of Majors	53	31	26	
3a. Number of Majors Native Hawaiian	25	15	14	
3b. Fall Full-Time	48%	51%	41%	
3c. Fall Part-Time	52%	49%	59%	
3d.Fall Part-Time who are Full-Time in System	0%	3%	4%	
3e. Spring Full-Time	50%	44%	36%	Healthy
3f. Spring Part-Time	50%	56%	64%	
3g.Spring Part-Time who are Full-Time in System	4%	15%	8%	
4. SSH Program Majors in Program Classes	546	212	221	
5. SSH Non-Majors in Program Classes	584	649	642	

6.	SSH in All Program Classes	1,130	861	863
7.	FTE Enrollment in Program Classes	38	29	29
8.	Total Number of Classes Taught	38	28	25

NOTE: New & Replacement jobs updated ([View Methodology](#)).

		Program Year			
		15-16	16-17	17-18	
Efficiency Indicators					Efficiency Health
9.	Average Class Size	12	12	12 *10.	Fill Rate
		51.1%	54.0%	55.3%	
11.	FTE BOR Appointed Faculty		3	3	3
*12.	Majors to FTE BOR Appointed Faculty	17	10	8	13.
	Majors to Analytic FTE Faculty	18	16	13	
13a.	Analytic FTE Faculty		3	2	2
14.	Overall Program Budget Allocation	Cautionary			
14a.	General Funded Budget Allocation				14b.
	Special/Federal Budget Allocation				
14c.	Tuition and Fees				
14c.	Tuition and Fees				
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	15	13	9	

		Program Year			
		15-16	16-17	17-18	
Effectiveness Indicators					Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)		79%	80%	80%
18.	Withdrawals (Grade = W)	22	12	14	*19. Persistence Fall to Spring
			67%	61%	74%

19a.	Persistence Fall to Fall	41%	45%	35%	
*20.	Unduplicated Degrees/Certificates Awarded	19	9	10	
20a.	Degrees Awarded	12	7	7	
20b.	Certificates of Achievement Awarded	3	8	7	Healthy
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	17	5	2	
21.	External Licensing Exams Passed				
22.	Transfers to UH 4-yr	2	3	3	
22a.	Transfers with credential from program	1	3	2	
22b.	Transfers without credential from program	1	0	1	

Program Year

Distance Indicators

		15-16	16-17	17-18	
23.	Number of Distance Education Classes Taught	8	6	7	
24.	Enrollments Distance Education Classes	115	111	130	
25.	Fill Rate	48%	67%	74%	
26.	Successful Completion (Equivalent C or Higher)	77%	71%	71%	
27.	Withdrawals (Grade = W)	6	10	9	
28.	Persistence (Fall to Spring Not Limited to Distance Education)		68%	55%	56%

Perkins Indicators (2016 - 2017)

		Goal	Actual	Met
29.	1P1 Technical Skills Attainment	92.92	100	Met
30.	2P1 Completion	51.51	40	Not Met
31.	3P1 Student Retention or Transfer	81.81	77.27	Not Met
32.	4P1 Student Placement	64.51	66.67	Met

- 33. 5P1 Nontraditional Participation 23 N/A Not Met
- 34. 5P2 Nontraditional Completion 22.22 11.11 Not Met

	Program Year					
	Performance Indicators					
				15-16	16-17	17-18
35.	Number of Degrees and Certificates	15	15	14		
36.	Number of Degrees and Certificates Native Hawaiian			7	8	4
37.	Number of Degrees and Certificates STEM			0	0	0
38.	Number of Pell Recipients ¹	12	13	8		
39.	Number of Transfers to UH 4-yr	2	3	3		

Glossary | Health Call Scoring Rubric

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